Test Edition

According to New Curriculum

SOCIAL STUDIES

For Class VI

SINDH TEXTBOOK BOARD

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PREFACE

Raising aspirations and attainment in primary and secondary education is umbilically linked to motivation required for higher education. The present curriculum not only raises the educational standards for all but it also creates a need for development of institutional capacity and up gradation of resources at school and college level.

The National Curriculum 2006 offered a variety of subjects taught at school and college level. The review of the curriculum generated a need to reform the this curriculum and develop a new curriculum. This was justified on the following grounds that the curriculum 2006 did not develop critical thinking among students. It was found that curriculum 2006 was neither teacher-friendly nor student-friendly. The ideas and knowledge it provided became obsolete and most of the concepts discussed already lost their relevance to the present. It was also found that the ideas, concepts and events taught at various levels (Class I-XII) were not linked in a logical and organized manner to achieve the objective of progression. It was also argued that the curriculum 2006 did not develop various skills among students of the 21st Century. Thus, the new curriculum 2015 is based on scientific principles and it is expected that it will address the genuine needs of students.

Curriculum Development: A group of 20 university and college subject specialists, teacher educators and middle school (grades 6-8) classroom teachers developed the framework and the curriculum based on it. The same was reviewed by a group of 12 experts including classroom teachers who not only appreciated the work done but also improved it by providing constructive feedback which was incorporated in it. An expanding horizons model from South Asia (grade 6), Asia (grade 7) to the world (grade 8) is used. History includes a study of key events, ideas and people in ancient, medieval and modern times with a focus on the land that is Pakistan especially Sindh. Geography includes physical, cultural and environmental geography of selected regions. In Political Science/Civics, the focus is on understanding the purpose, organization and functions of the government (at all levels), the role of civil society, political parties and the media in a democracy, and the rights, responsibilities and role of citizens. In economics, the focus is on

understanding the key concepts of economics, production of goods and services, demand and supply, trade and entrepreneurship. Culture and society are embedded in content across the disciplines. In addition to conceptual understanding, the development of skills and application of concepts and skills of the discipline to daily life is also stressed. Each subject begins with a unit and its SLOs. Each unit ends with a summary and is divided into chapters with chapter SLOs. All the SLOs are addressed through the content, activities or end of chapter exercises.

Key Features and Benefits to Students: This curriculum and textbook promotes conceptual understanding of key concepts in each of the discipline. It develops inquiry, communication, creativity and problem solving skills. In addition, it enhances subject specific skills (use of primary and secondary sources in history, map skills, graph skills) and their application.

It helps students to understand the importance of being an active citizen in a democratic country. This curriculum encourages the youth to participate in the nation–building activities. It promotes concept of national integration, volunteerism and develops a sense of community development. This textbook nurtures the young talent through active participation of students in all aspects of learning including skill-development.

Chairman
Sindh Textbook Board

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Unit 1

WORLD-VIEW, SOCIETY AND CIVILIZATION

Unit Student Learning Outcomes (SLOs)

- Explain the importance of knowing and understanding the past.
- Identify sources of historical evidence and information (e.g. archaeology, artifacts).
- Explain how the various sources of historical evidence and information facilitate our understanding of the past.
- Define with examples the concept of world - view, society and civilization.
- Describe influences that create differences in world-view (e.g. culture, time, place, cross-cultural interactions, media, and governance).
- Give reasons why societies may stay the same or change over time.
- Describe ways in which societies organize, maintain and perpetuate themselves.
- Relate various theories of the origin of human life.
- Identify the characteristics of the way of life of hunter-gatherers.
- List the advantages and disadvantages of a hunter-gatherer way of life.
- Identify the factors which contributed in modifying a hunter-gatherer society into early agrarian society.
- Describe the development of agrarian society.
- Explain how agrarian society differed from hunter-gatherer society.
- Identify by giving examples the influence of the natural environment on the development of societies (e.g. rivers).
- Compare the concepts of society and civilization.
- Define with examples the term culture.
- Differentiate between culture and civilization.

Introduction to the Unit

This unit focuses on the importance of Knowing and understanding the past. It introduces us to the concepts of world-view, society and civilization. It discusses concepts that are related to the study of history. It explains the theories of the origins of human life. It explains how humans spread to the different parts of the world and developed their societies and civilizations.

CHAPTER 1: KNOWING AND UNDERSTANDING THE PAST

SLOs

- Explain the importance of knowing and understanding the past.
- Identify sources of historical evidence and information (e.g. archeology, artifacts).
- Explain how the various sources of historical evidence and information facilitate our understanding of the past.

Introduction

This chapter focuses on the importance of knowing and understanding the past, that is, learning history. History tells us the story of the people, places and events happened in the past. The story is also about the changing human cultures, life-styles, beliefs and their creative thoughts. History is the richest of all stories that can be told as it is the story of all people, in all places, at all times. Thus, it is the most exciting story.

What is History

History is the study of the past; particularly people, places and historical events.

Importance of History

Knowledge of the past is important to society. It helps us to understand the present and prepare for the future. What happens in the present, and what will happen in the future depends on what happened in the past. A study of history helps us know why things happened in the past. Humans can then decide to let similar events happen again because the results were good. Or we can decide to avoid repeating the same events because the results were not good. Without knowledge of the past, we would not be able to find solutions to the problems of today.

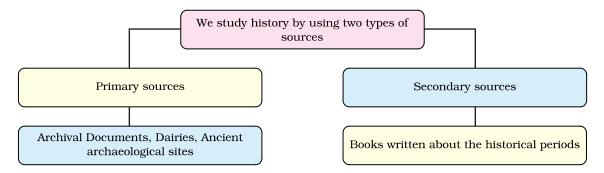
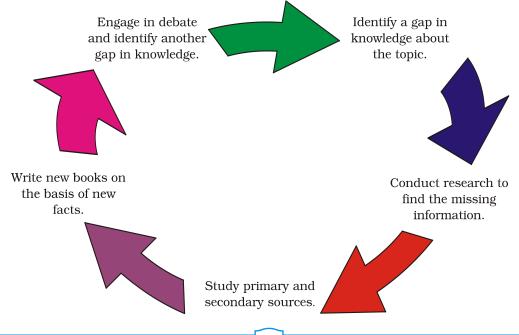
The study of the history of one's own country helps one understand the history of one's nation. We develop a sense of identity because we are proud of our country and its history. Our patriotism will increase. We will be encouraged to participate in civic issues because we care for ourselves and our people. History also helps us to understand the actions

citizens took to make the country better and shows us how important it is to participate in continuing to make it a better place for all.

Knowledge of history enriches and broadens our outlook and understanding of others and teaches us how to act respectfully and fairly in encountering with others.

Because of the vital importance of history for society, it must be:

- As accurate as possible.
- Based on evidence and logical thought.
- Not have falsehoods or political ideas.

How do We Study History

When Historians Study the Past, they follow the Process Described Below:

SUMMARY

In this chapter, you studied about history and its importance. History helps in understanding the past and making informed decisions for the future. Studying the events of the past gives us an understanding of economic, social and political changes. By studying the causes and effects of past events in history, we can learn lessons about how to deal the issues we face in the present times.

END OF CHAPTER EXERCISE

A. Check your Knowledge and Understanding

1. Fill in the Blanks

i. History is the study of past, particularly____________,___________ and_____________.

ii. We can study history by using two types of sources called________ and ________.

iii. History must be based on __________ and ______________.

2. Answer the Following Questions

i. What is history?

ii. What is the importance of studying history?

B. Use Your Inquiry/Investigation Skills

1. Find out and write a short report on the history of the local area in which you live (you can take the help of your parents and other people who have lived in the area for a long time). Use the following points for your guidance:

- How old is the area?
- Who are the oldest families in the area?
- What kind of work have people been doing?
- What kind of structures did they have?
- What kind of daily use items did people use?

C. Cooperate With Others

1. Record all the facts you can recall about the first day of school in class 6. Now, divide the class into groups of 4-5 students. In your groups, compare your accounts of the day using the following questions:
   - Does each account add different details to the story?
   - Do some of them contradict one another?
   - How do the accounts differ?
   - How would you decide what to include and what to exclude?
   - If you were to write a complete "history" of the day including only the facts, what would you include?
   - Write the history of the day in your own words.

Teacher's Note: Help students to understand that history is always incomplete. Histories always involve interpretation and that the inclusion of diverse perspectives, adds to their completeness by including details that may otherwise have been overlooked. Ask them, what if the version told by students of Class X, was declared to be the only "true" and officially accepted story?

CHAPTER 2: THE ORIGIN OF HUMAN LIFE

SLOs

- Relate various theories of the origin of human life.
- Identify the characteristics of the way of life of hunter-gatherers.
- List the advantages and disadvantages of a hunter-gatherer way of life

Introduction

This chapter deals with the origin of the human life. The important theories about the origin of human life; creation and evolution are explained. The hunter-gatherer way of life of the early humans is also explained.

The Origin of Human Life

There are many theories about the origin of human life. Among them, two are most important. One is the theory about creation and the other is the theory of evolution. Both theories explain the *origin* of human life. The detail of both theories is as under:

The Theory of Creation

God is the creator of the entire universe. God created man called Adam and his life-partner named as Eve from clay. God sent human as a caliphate on this earth. In this regard, God says in the Noble Quran, "when your Lord said to the angles, "I am placing a successor on earth". (Surah Baqarah:30). At an other place, God says, "we created human being from clay, from molded mud". (Surah Hijrah:26). Adam and Eve had many children who spread across the world and contributed in the growth of the human race.

The Theory of Evolution

Charles Darwin was an English naturalist. While on a five-year journey around the world, he studied the differences in plants and animals. He explained his ideas on evolution in a book called 'the Origin of Species', published in 1859.

The basic idea behind the theory of evolution is that all the different species of animals that we see today have evolved from simple life forms. These simple life forms first developed more than 3 billion years ago (the Earth is about 4.5 billion years old).

The theory of evolution states that evolution happens by natural selection. The key points are that:

- Individuals in a specie show a wide range of variation.
- This variation is because of differences in their *genes.*
- Individuals with characteristics most suited to the environment are more likely to survive and reproduce.
- The genes that allow these individuals to be successful are passed to their offspring.

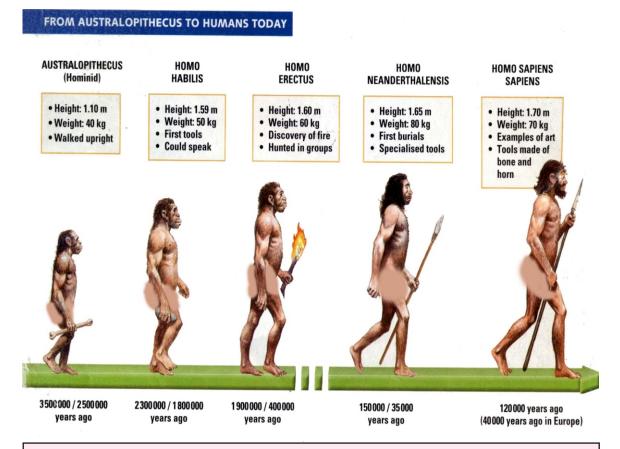
Individuals that are poorly adapted to their environment are less likely to survive or to reproduce. This means that their genes are less likely to be passed to the next generation. Given enough time, a specie will gradually evolve.

The Evolution of Human

Human evolution is a long process that probably took place over about six million years. Scientific evidence shows that humans evolved from ape-like ancestors. Scientists believe that humans and apes share a common ancestor that lived between 8 and 6 million years ago.

One of the earliest defining human traits, bipedalism (the ability to walk on two legs) evolved over 4 million years ago. Other important human characteristics such as a large and complex brain, the ability to make and use tools and the capacity for language developed more recently. Art and culture have only emerged during the past 100,000 years.

Scientists believe that most of human evolution occurred on the Continent of Africa. Humans first migrated out of Africa into Asia

between 2 million and 1.8 million years ago. They entered Europe between 1.5 and 1million years ago. They first came to Australia about 60,000 years ago and the America about 30,000 years ago.

Classification of Early Humans

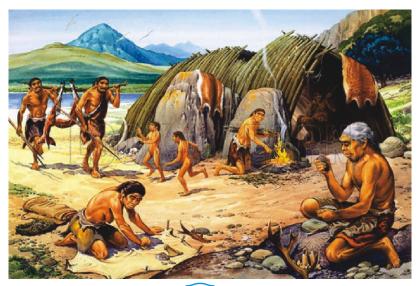
1. **Australopithecus (Southern Apes)**
   5 to 1 one million years ago.
2. **Homo habilis (handy human)**
   2.2 to 1.6 million years ago.
3. **Homo Erectus (upright human)**
   2 to 0.4 million years ago.
4. **Neanderthal (Early wise human)**
   200,000 to 300,000 years ago.
5. **Homo sapiens (Modern wise human)**
   130,000 years ago to the present.

Life of the Early Humans

> **Do You Know?**
>
> **Anthropology** is the study of humans, past and present. People who study anthropology are called **anthropologists.**

In the early days, human life was very hard. Earlier humans used to live in the jungle. They had no house to live in and they spent their time on the trees or hid themselves behind the bushes. But it could not provide them security from wild animals, rain, the cold winter and hot summer. So, they started living in caves. Gradually, they started wrapping tree leaves and animal skin over their body to protect themselves from the cold and hot weather.

They also needed food to eat and shelter to live in. In the beginning, they used to eat fruit from trees or roots of plants. Then they started hunting and killing small animals for food. They could not kill large animals with their bare hands. But they learned to use sharp edged stones to kill animals. Stones were the first tools of its kind which improved with the passage of time. This period is called the 'Stone age'.

A major change in the ways humans lived came about 10,000 years ago, when people first discovered how to cultivate crops and domesticate animals (agriculture). People now did not need to move from one place to another in search of food. The development of agriculture led to the development of civilizations.

SUMMARY

There are two theories about the origin of human life: the theory of creation and the theory of evolution. According to the theory of creation, all human beings are offspring of Adam and Eve. They had children bestowed by God. In this way, humans spread on the earth. While the theory of evolution states that humans have evolved from an ape-like ancestor about six million years ago. Australopithecus were southern ape humans, Homo habilis were the handy humans, Homo Erectus were the upright humans, Neanderthal were the early wise human and Homo Sapiens are the modern wise human. Early humans lived by hunting animals and gathering fruit from trees. The tools and weapons they used were made of stone.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. Two important theories about the origin of human life are ___________and _______.
ii. Bipedalism means________.
iii. The early humans went from place to place in search of _____________.
iv. Scientists believe that humans evolved from an ape-like ancestor about ___________ million years ago.
v. Modern human beings are known as _____________.

2. Make a Table showing the features of the life of early humans and the features of modern humans.

3. Answer the Following Questions

i. Differentiate between the theory of creation and the theory of evolution.
ii. Identify the key characteristics of a hunter-gatherer way of life.

B. Use Your Inquiry/Investigation Skills

1. Find out two other theories about the origin of life on earth. Share the theories you find with your classmates.

C. Cooperate With Others

1. Working together in groups of four, fill in the diagram provided below. The diagram will help you to compare the life of the early humans with your life today. Identify at least four similarities and four dissimilarities.

Similarities	Dissimilarities

2. Identify the advantages and disadvantages of a hunter-gatherer way of life by filling in the table below:

Advantages	Disadvantages

3. List 3 advantages and 3 disadvantages of the way of life today.

Advantages	Disadvantages

CHAPTER 3: SOCIETY

SLOs

- Define with examples the concept of society.
- Write the definition of culture.
- Give reasons why societies may stay the same or change over time.
- Describe ways in which societies organize, maintain and perpetuate themselves.
- Identify the factors which contributed in modifying a hunter-gatherer society into early agrarian societies.
- Describe the development of agrarian society.
- Explain how agrarian society differed from hunter-gatherer society.

Introduction

In this chapter, you are going to learn about the concept of 'society', how societies organize, maintain and perpetuate themselves and the changes that have come about in societies over time.

Society

A group of people living together with a sense of being and belonging together is called society. They interact and cooperate with each other. They share common beliefs, norms, customs and values. The societies may be divided into three main categories on the basis of their primary means of subsistence. These three broad categories are described as under:

1. Pre-Industrial Societies
    - Hunting and Gathering
    - Pastoral Societies
    - Horticulturalist
    - Agricultural
2. Industrial Societies
3. Post-Industrial Societies

Do You Know?

Culture is the way of life of a group of people. Common culture includes language, religion, food habits and dress patterns, music, and art, and folk tales. These ingredients of culture are transmitted from one generation to another.

Type	Hunting and Gathering	Pastoral	Horticultural	Agricultural	Industrial	Post-Industrial
What the societies were like?	The earliest form of society. The members lived a nomadic life moving from one place to another in search of food. A majority of the members' time was spent in hunting animals and gathering food from wild plants on a daily basis.	For searching food every day, these societies relied on domesticated herd animals for food. The members lived a nomadic life, moving animals from one pasture to another.	For searching food the members of Horticultural societies grew fruit and vegetables on small pieces of land which was cleared by cutting the jungle or forest.	Agricultural society cultivated crops, domesticated and reared animals. The major crops include wheat, rice and cotton. Animals that are cow, sheep and goats. Cultivating the land and rearing animals was the primary source of wealth in this society.	Industrial society largely relied on technology. It used different sources of energy to run the machinery for the purpose of producing of goods. During this period, there was an emergence of the urban way of life.	There is a change in the process of production and manufacturing. In addition to production of goods, services are also being produced. The outcome of the industrial change resulted in the growth of urban culture.
When did they begin?	Hunting and gathering societies began around 100,000 years ago.	Pastoral society began around 12,000 years ago.	Horticultural society emerged between 10,000 and 12,000 years ago in Latin America, Asia, and parts of the Middle East.	Agricultural societies began around 10,000-8,000 years ago with the the Neolitic or Agricultural Revolution.	Industrial society developed after the Industrial Revolution that started around 1769.	The post-industrial society emerged around the middle of the twentieth Century (1950s).

SUMMARY

Society is the group of people living together with a sense of being and belonging to each other. They interact, cooperate and share common beliefs, norms, customs and values with each other. The society can be categorized according to the means of subsistence as pre-industrial, industrial and post-industrial society. Pre-industrial society includes hunting and gathering, pastoral, horticulture and agriculture society.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The ______________society emerged around 10,000 years ago.

ii. The change from an agricultural to an industrial society was brought about by the _______________________.

iii. An agricultural society is one in which crops are _____________and animals are ______________.

iv. Today's society would be called a ________________.

2. Compare and Contrast the Features of Societies

Main Features	Hunter-Gatherer Society	Agrarian Society
Food sources:		
Division of labour:		
Community size, population growth:		
Movement of population:		
Shelter and clothing:		
Relationship to natural environment:		
Advantages of this lifestyle:		
Disadvantages:		

3. Answer the Following Questions

i. Define the terms 'Society' and 'Culture'.

ii. Differentiate between a hunter-gatherer society and agrarian society.

iii. Identify what societies do to organize, maintain and perpetuate themselves.

iv. Give three reasons why societies remain the same and give three reasons why societies change.

B. Use Your Inquiry/Investigation Skills

1. Find out the reasons that brought about the change from an agricultural to an industrial society in the late eighteenth century.

C. Cooperate With Others

1. Working together in groups of four, use your knowledge of Pakistan history from Grades 4 and 5.
2. List the examples of changes that have occurred in Pakistani society and the reasons behind these changes (e.g. Change: more people live in cities; Reason: more jobs).
3. List the examples of things that have remained the same.
4. Prepare a chart showing the changes you have found and the examples of elements that have remained the same.
5. Display your charts and discuss the causes of change and continuity over time.

CHAPTER 4: THE BEGINNING OF CIVILIZATION

SLOs

- Define with examples the terms world-view and civilization.
- Describe influences that create differences in world-view (e.g. culture, time, place, cross-cultural interactions, media and governance).
- Compare the concepts of society and civilization.
- Define term civilization.
- Differentiate between culture and civilization.
- Identify by giving examples the influence of the natural environment on the development of societies (e.g. rivers).

Introduction

People learned how to grow crops and domesticate animals in western Asia about 10,000 years ago. With this development, people began to stay in one place. Settlements grew into villages and villages grew into busy towns and cities. Some cities conquered others, creating countries and empires. People learned how to write and understand mathematics to trade, to govern and to pass laws. These were the world's first civilizations. In this chapter, we will study the rise of civilizations in the world and try to understand them by understanding the world-view of the people of that civilization.

World-view

According to Oxford Advanced Learner's Dictionary, "a person's way of thinking about and understanding of life depends on beliefs and attitudes". The term world-view refers to a comprehensive set of beliefs and values about life and the world held by an individual, a group of individuals or a society. It is the perspective from which each individual and society interprets reality (life and the world), makes sense of it and interacts with it. In simple words, world-view means how you interpret reality or what you believe to be true.

Activity:

- What is your world-view?
- A person's world-view is the set of beliefs and values about life and the world. Identify your world-view by thinking about your beliefs and values with respect to the items below:

— Beliefs about human beings and their place in the world.	— Beliefs about how the world is organized and how it works.
— Religious beliefs about life and death.	— Beliefs about how people can or should decide what is true or false.
— Beliefs and opinions about groups and societies.	— Beliefs about how decisions should be made and who should make them.
— Value judgments about what is worthwhile or important.	— Beliefs about how human beings should act.
— Values or guideposts for how you think people should behave.	— Opinions about what is positive or negative, right or wrong.

Personal World-view

Each one of us has a world-view. It is created by many factors, some of which are inherited characteristics, experiences of life (experiences at home, in school and in the community) and the places and culture in which we live. For example, if people in my family, my school and the community in which I live are kind to me, I will come to believe that people are generally kind and trustworthy. If I see people at home and in the community using violence to solve problems, I will come to believe that violence is the way to solve the problems.

Once a world-view has been created, it influences how we interpret reality and the actions we will take based on that interpretation. For example, if a person believes that he/she is connected to all other living things, he/she is more likely need to take care for the environment and to treat others with care and compassion.

Societal World-view

World-views differ from one person to another. But sometimes, even though some parts of a world-view differ for individuals, others are shared by many people in a society. Sometimes, the school, mosque and

the media are used to promote the shared world-view so that more people in the society come to share it. When the same way of understanding things and interpreting events pervades a society so thoroughly, it becomes a society's concept of reality — what is good, what is important, what is sacred, what is real – a societal world-view has developed. The beliefs, values, and behaviours of a society stem directly from its world-view.

In studying civilizations in history, it is important to understand what was the world-view of the civilization under study, that is, what did the people of that civilization think was good, what was important to them, or what did they think was sacred. Understanding their world-view helps us to understand the beliefs, values and behaviours of the people of that civilization. For example, in studying the remains of the Indus Valley Civilization, archeologists found in private and public wells that provided water to the people, a room in the house that served as a bathroom, a very well developed drainage system to remove waste water from the city. All these findings indicate that the people of the Indus Valley Civilization valued cleanliness. Cleanliness was important to them.

Activity:

How was your world-view created?

- Read the following statements carefully. Identify whether you agree or disagree with them.
- List the person(s), life experiences or cultural beliefs and practices that have influenced your responses to each statement.
- Change is usually for the betterment.
- There is life after death.
- Science and technology will eventually solve all our problems.
- My culture is the best. I can learn nothing from other cultures.
- Education is very important for a successful life.
- People are on the Earth for a purpose.
- What is good for the whole society or community is more important than what is good for one individual.
- Human beings are the most important of all living things.
- Men and women are equal.
- Societies are constantly making progress.
- People should be good to one another.
- It is always possible to prove what is true or false.
- Everything happens by chance.

Civilization

The stage of human social development and organization which is considered the most advanced. Thus, we can say that a civilization is a society which has reached to an advanced state of social development and organization.

Civilizations generally share the following features:

Characteristics	Description
Large urban centers or Cities	As people settled in fertile river valleys, they began to grow more food than was required. This extra food increased the population of the settlements. In time, the settlements grew into cities, such as Moen-jo-Daro in the Indus Valley Civilization or Babylon in Mesopotamia.
Job Specialization	As civilizations became more complex, an individual could no longer do all the work. Some individuals farmed the land, others cut stone, and so forth.
Social Classes	As jobs became specialized, some jobs became more important than others and so did the status of the individuals doing the jobs. The job of a ruler or religious leader was seen as more important than that of a skilled worker. Thus, religious leaders and kings were on the top and skilled workers were on the bottom of the social ladder.
Stable Food Supply	A society has enough food, so it can survive, plus some extra to trade.
Religion	A set of beliefs, usually in a God or gods together with specific rules and requirements for worship.
Centralized Government	As cities grew a person or group of people was required to make the laws and to oversee the business of running the cities.
Writing (Symbols and signs that have meaning and are used to keep records).	As cities grew, there was a need to record information such as the amount of food stored and accounts of trade. In addition, complex ideas such as "belief" and "social order" could not be explained through drawings. Script for writing was developed.
Art and Architecture	Different forms of art and architecture were developed that expressed the beliefs and values of a civilization. Often, the art was used to impress visitors and people about the beauty and power of a king or a community.
Technology (All advances, inventions, and processes created to make life easier).	As cities grew, new tools and techniques were needed to make life better for the people. This included the tools and techniques used to build roads, houses and drainage systems.

Activity:

- Answer the following questions of column A in column B.

Column A	Column B
List elements common to both societies and civilizations.	
Describe what societies and civilizations do to preserve themselves for the future.	
List two reasons why societies and civilizations change over time.	
List three adjectives to describe how you think of societies.	
List three adjectives to describe how you think of civilizations.	
Describe how societies and civilizations are different.	

It can be concluded that as humankind began to develop more complex ways of life and as cities began to increase in size and complexity; civilizations emerged. All the early civilizations started along the banks of rivers. They grew enough for their own needs and lived in small self-contained societies. Then, around 3500 BCE, the first civilization began to appear in the Middle East.

SUMMARY

A civilization is a nation or people that share a common culture, common laws, a common economy and typically a common faith or religion. The common characteristics of the early civilizations were their language, trade, technology and agriculture.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. A set of beliefs about life and the world is called a ______________.

ii. When most members of a society share a set of beliefs about life and the world they have a ______________.

iii. A society that has reached an advanced state of social development and organization is called a ________________________.

2. Make a Table to show the characteristics of a civilization with an example from Pakistan.

3. Answer the Following Questions

i. List the factors that influence the development of one's personal world-view.

ii. Through an example, show how a societal world-view is developed.

iii. List the characteristic features of civilizations.

B. Use Your Inquiry/Investigation Skills

1. Choose a civilization for your inquiry. Identify what was the culture, government, religion, architecture, technological innovations, geographical features and writings of that civilization.

C. Cooperate With Others

1. Working together in groups of four, generate a list of concrete examples of ways in which contemporary societies interact with the natural environment.
2. How is human health and well-being affected by economic development and technology?
3. How is the environment affected by economic development and technology?
4. What do we do to adapt to the environment?
5. What is our impact on the environment?
6. What ensures our quality of life?
7. What are we doing to ensure this quality of life for future generations?

D. Discussion

Do you think our society will be able to sustain itself ? Why ?

END OF UNIT EXERCISE

A. Check your knowledge and understanding

1. Match the Name of the Society given in Column A to the Description of the Society given in Column B.

Column A	Column B
Agricultural	People are mainly engaged in providing information.
Hunting and Gathering	People move from place to place so that their animals can get food to eat.
Pastoral	People move from place to place in search of food.
Industrial	People settle in one place growing their own food and raising animals.
Post industrial	People use raw materials to produce goods.

2. Answer the Following Questions

i. Identify three sources of historical evidence. Explain how each source helps us to know and understand the past.

ii. Briefly explain the characteristics of civilization.

iii. Define the term society. Explain how societies change giving examples in support of your answer.

iv. Describe the life of early human beings.

B. Use Your Inquiry/Investigation Skills

1. Go to the unit 2 on the Indus Valley Civilization and identify an example of each of the characteristic features of civilizations from the Indus Valley Civilization.

C. Communicate With Others

1. Prepare a brief reflection in which you imagine the possible consequences of living in a world in which there is no knowledge whatsoever of history. Following your reflection, explain the importance of history and its role in guiding our understanding of the present and the future. Share your thoughts with the person sitting next to you.

D. Cooperate With Others

1. Working together in groups of four, prepare an advertisement for the post of a historian. The advertisement must include:
   - a complete job description.
   - a set of responsibilities.
   - and necessary qualifications.

2. After each group reads out its advertisement, call a whole class discussion and explain the following points:
   - consider the kind of work that historians do.
   - the most important qualities required for the job.
   - and the aspects of the job they would find most interesting.

E. Be Creative

1. Listen to the song "History Will Teach Us Nothing" by Sting. The teacher will provide you with the lyrics, so follow the lyrics as you listen.

2. Working together in groups of four, rewrite the song identifying all the things history teaches us. Practice the song in your group.

3. Come to the front of the class and sing the song your group wrote.

F. Become Technologically Smart

1. Record the song that your group prepared and upload it on the internet.

Teacher's Note: (Lyric sheets can be found with a simple Internet search engine query).

Unit 2

THE INDUS VALLEY CIVILIZATION

Unit Student Learning Outcomes (SLOs)

- Locate on a map the early civilizations (Indus Valley, Sumerian, Mesopotamia and Egypt).
- Explain why all the early civilizations began in river valleys.
- Identify the key cities of the Indus Valley Civilization.
- Locate on a map the main towns/cities of the Indus Valley Civilization.
- Describe life in the Indus Valley Civilization (e.g. work people did, crops they grew, food they ate, clothes and jewelry they wore, the games they played).
- Give examples of the influence of the natural environment on the way of life in the Indus Valley Civilization.
- Describe the art, architecture and science of the Indus Valley Civilization.
- Describe the impact and significance of the development of writing in the Indus Valley Civilization.
- Describe the architecture of Indus Valley Civilization.
- Describe the organization of the city of Moen -jo- Daro (Citadel and the lower town).
- Describe a home in Moen- jo- Daro.
- Compare the town planning and architecture of the Indus Valley Civilization with the present day concept of good town planning.
- Interpret the religious belief system of Indus Valley Civilization with the help of artifacts found there.
- Describe how the towns and cities of the Indus Valley Civilization were governed (political structure, military organization).
- Describe the tools and technologies used in the Indus Valley Civilization (e.g. animal and crop domestication, irrigation, weapons, transportation).
- Describe trade within Indus Valley Civilization and with foreign lands providing evidence for the same.
- Identifying trading activities of Indus Valley Civilization with reference to their exchange of goods and items with other civilizations.
- State the different reasons for the decline of Indus Valley Civilization providing support for the same.
- Explain with the help of examples the continuity and change in different features of culture of the people of Indus Valley Civilization and people today.
- Describe the historical significance of early societies (e.g. Adaptation for survival, enduring human aspirations, the origins of social and political structures).
- Identify the ways early society helps us understand contemporary society.

Introduction to the Unit

Most of the ancient civilizations have been found near river valleys because of the following reasons such as, rivers provide ample water for irrigation in agriculture, the soils along the river banks are very fertile, the rivers provide fish for food, rivers provide means of transport and communication, rivers contribute to increase in trade and commerce, rivers help in the movement of people and therefore to the spread of knowledge and movement of ideas. No wonder, the ancient civilization of Egypt flourished on the bank of the River Nile, that of Mesopotamia on the banks of the rivers Euphrates and Tigris, the Chinese on the bank of the great Yellow river and the ancient Indus Valley Civilization on the bank of the River Indus. This unit will focus on the Indus Valley Civilization (3500-1500 BCE).

CHAPTER 1: THE LAND AND PEOPLE OF THE INDUS VALLEY CIVILIZATION

SLOs

- Locate on a map the early civilizations (Indus Valley, Sumerian, Mesopotamia and Egypt).
- Explain why all the early civilizations began in river valleys.
- Identify the key cities of the IVC.
- Locate on a map the main towns/cities of the IVC.
- Describe life in the IVC (e.g. work people did, crops they grew, food they ate, clothes and jewelry they wore, the games they played).
- Give examples of the influence of the natural environment on the way of life in the IVC.
- Interpret the religious belief system of Indus Valley civilization with the help of artifacts found there.
- Describe how the towns and cities of the IVC were governed (political structure, military organisation).

Introduction

The Indus Valley Civilization grew from villages scattered throughout the Indus River Valley. It existed between 3300 -1300 BCE. It flourished between 2600–1900 BCE. There were a large number of cities and towns, but the center of power was the city of Harappa. The cities of Harappa and Moen-jo-Daro were laid out on an essentially rectangular grid, with wide streets. The cities were divided into large walled neighbourhoods, with narrow lanes separating the rows of houses.

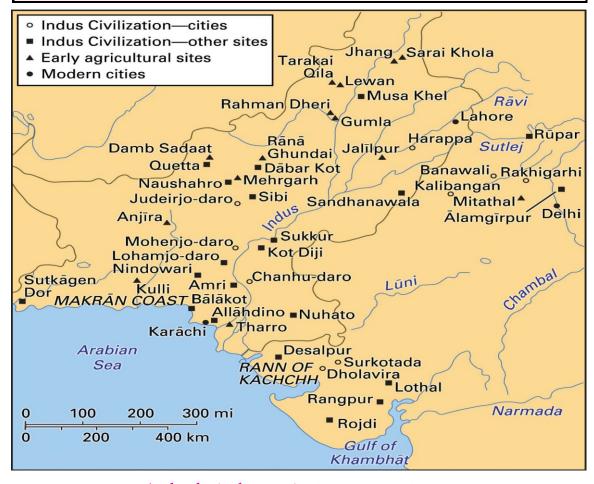
We know little about the people and their way of life, as the writing of the people of the Indus Valley Civilization has not yet been deciphered. All we came to know from the study of the artifacts uncovered. No one knows what caused the end of this civilization.

The Land and life in Indus Valley Civilization

The Indus Valley Civilization extended over most of Pakistan, parts of North-West India and North-East Afghanistan covering an area of 1.25

million sq km. Till today, more than 1,000 cities, towns and settlements have been found, mainly in the region of the Indus River which gives this civilization its name. The big cities were Harappa and Moen-jo-Daro. There were lots of smaller cities, such as Lothal, Dholavira, Kalibangan and Banawali. The names of these cities were given to them in later times. We do not know what the people of the Indus Valley Civilization themselves called these cities.

Activity:

- Locate the Indus Valley Civilization on an archeological map of South Asia.
- Locate on a map the main cities of the Indus Valley Civilization on a map of Pakistan.

Archeological Map of Indus Valley Civilization

The land was very fertile due to the silt left by the flooding of the Indus River. Farmers cultivated big fields using their wooden ploughs pulled by oxen. They grew food crops such as wheat, barley, peas and beans and fruit such as dates, grapes and melons. They probably also grew cotton. They kept cattle, sheep, goats and chickens for food. Cows and Buffalos provided them with milk and meat and their skins were used for making leather. Bullocks were used to pull carts and to pull the plough.

It is believed that at its peak, the Indus Valley Civilization had a population of more than five million people.

Structure of Houses

The houses were made of sun-dried or baked bricks. Some houses had just one room. Big houses had lots of rooms arranged around a central courtyard. Some big houses were of two or three floors. Stairs led to the upper floors and roofs. The inside walls were covered with mud plaster. There were no windows onto the main street. This kept out dust and noise. Side windows let in light and air. The thick walls kept people cool in the heat of summer.

Some houses had private wells for clean water, others had shared wells. Houses often had two kitchens, an outside kitchen for the summer and an inside kitchen for the winter. Most city houses had a bathroom and a toilet connected to the city drains. Waste water drained out of the house into the street-drains.

Activity:

- Draw a house you imagine must have existed during the period of the Indus Valley Civilization.
- Explain how it is different from the house you live in today.

Historians believe that cleanliness was an important aspect of life in the Indus Valley Civilization. This conclusion is based on the following items of evidence:

- The houses had easy access to water.
- The city had an excellent drainage system.
- Dustbins were placed at convenient points for the people to throw garbage and other waste materials.

Occupations

Most city dwellers were traders or artisans. Some workers made stone querns (for grinding grain to make flour). Others spun and wove cotton into clothe. Yet others made beads, fishing nets, pots and baskets. People made bullock carts to travel by land and boats of woods with a sail to travel by sea. The people who lived in towns and villages farmed the land and raised animals.

Dressing Patterns

There are only a few stone figures and a few pictures of seals that show us how the people of the Indus Valley Civilization dressed. They show that men wore a cloth around the waist, resembling a modern dhoti. The so called "Priest-king" and other stone figures also show men wearing a long robe over the left shoulder. Some male figures are shown wearing a turban. Women wore knee-length skirts. The clothes were most likely made of cotton cloth, woolen textiles from Mesopotamia and skins of animals for cold weather.

Both men and women wore jewelry. Men wore bead necklaces and bangles; and women wore bangles, earrings, rings, anklets and necklaces. Some women also had elegant hairstyles and head dresses.

Toys and Games

There is very little known about the children in the Indus Valley Civilization. Children's toys have been found among the artifacts. These include tiny carts with clay wheels, a variety of animal figures and dices.

Activity:

- Look at the artifacts below. What kind of games do you think the children of Indus Valley Civilizations played? How are their games similar or different to the games we play today?

Wheeled Ram

Dice

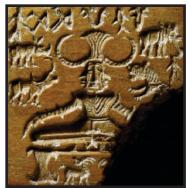
Zebu Bull

Religious Belief System

We have very little information about the religious life of the people of the Indus Valley Civilizations. The stone statues, terracotta figurines and seals provide some clues.

Pictures of seals show what look like figures of gods. A seal picture shows a male god with horns and three faces. Around him are animals, including an elephant, tiger, rhino and buffalo. This god is a bit like the Hindu god Shiva (who also has three faces).

Activity:

- Look at the pictures given below. Which according to you could possibly tell us something about the religion of the people of the Indus Valley Civilization? Give reasons for your answer.

Another figure looks like a Mother goddess. The large number of female figurines also point to a Mother Goddess. People probably believed this goddess gave health and fertility to people, animals and plants.

King Priest

A small stone statue of the 'Priest-King' found at Moen-jo-Daro shows the head of a man with a beard and headband. He is wearing a robe with a three-leaf pattern on it. He looks like an important person; probably the head of the people (King) or a religious leader (Priest). He has worn a piece of cloth which is similar to the present day Ajrak in terms of shape, design and style.

In the earlier phases of their culture, the Indus people buried their dead; later, they also cremated them and buried the ashes in burial urns.

Authority and Governance

There is no concrete evidence to indicate the centre of power in the Indus Valley Civilization. However, it can be assumed that the king priest exercised the power and authority and he took the decision on important matters.

Now, we knew that Indus Valley Civilizations flourished along the banks of the River Indus over 5000 years ago. They had a fertile land due to the availability of water and agriculture and trade was common among the people. The people were skilled in different professions and crafts. We know very little about the governance and religious system of the people. We cannot say for certain whether there were kings or rulers to rule over them like in the other civilizations or they ruled themselves.

SUMMARY

The Indus Valley Civilization extended over most of Pakistan, North East Afghanistan and North-West India covering an area of 1.25 million sq km. It grew from small farming villages scattered throughout the Indus river valley. The civilization began around 3300 BCE and ended around 1300 BCE. It flourished between 2600 BCE and 1900 BCE. The cities of Harappa and Moen-jo-Daro were surrounded by thick walls with towers and gateways but their use is not known. The cities were well planned; houses were well built and had a supply of clean water and a drainage system. Artifacts discovered reveals the professions people had, the way they dressed and the toys children played with. There is very little information about government or the religious life of the people of the Indus Civilization. This is because the writing has not yet been deciphered.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The Indus Valley Civilization grew along the bank of the __________.

ii. The civilization existed between____________ and _____________BCE.

iii. The two main cities of the Indus Valley Civilization are _____________________and _________________.

iv. Our knowledge of the people and their way of life comes from studying the ___________that have been unearthed.

v. Children's toys include_________________and _____________________.

2. Match the artifacts of Column A with the description in Column B

Column A	Column B
Dancing girl	Round, deep dishes used for eating purposes.
Seals	Coloured cubes with a different number of holes on each side.
Bowl	A huge, one horned animal carved on seals.
Bull	A bronze statuette of a young girl in a pose.
Dice	Small square stones with drawings on them, used by traders for trading purposes.

3. Answer the Following Questions

i. In which Continent and near which river did the Indus Valley Civilization develop?

ii. Name two famous cities of the Indus Valley Civilization and state where they are located.

iii. In which mountain range does the river Indus begin?

iv. To which age does the Indus Valley Civilization belong?

v. What are the main sources of our knowledge about the Indus Valley Civilization?

vi. What were the occupations of the people of the Indus Valley Civilization?

B. Use Your Inquiry/Investigation Skills

1. Find out about the city of Moen-jo-Daro. Then prepare a one page flyer using both words and pictures to encourage people to visit this historical place.

C. Cooperate With Others

1. Working together in a group and make a model of a Moen-jo-Daro house.

CHAPTER 2: ART AND ARCHITECTURE OF THE INDUS VALLEY CIVILIZATION

SLOs

- Describe the art, architecture and science of the Indus Valley Civilization.
- Describe the impact and significance of the development of writing in the Indus Valley Civilization.
- Describe the architecture of Indus Valley Civilization.
- Describe the organisation of the city of Moen-jo-Daro (Citadel and the lower town).
- Describe a life-style of people in Moen-jo-Daro.
- Compare the town planning and architecture of Indus Valley Civilization with the present day concept of good town planning.

Introduction

In the first chapter of this unit, we have learnt about the land and people of the Indus Valley Civilization. In this chapter, we will learn about the art and architecture of the Indus Valley Civilization. The cities of Harappa and Moen-jo-Daro are among the earliest examples of city planning. The city was planned in a grid-like pattern. There were broad streets with drains laid along them to make a highly developed drainage system.

Town Planning and Architecture

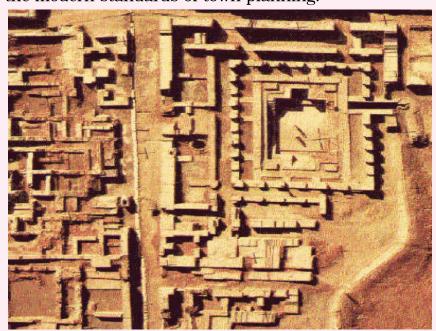
Most important features of the Indus Valley Civilization are town planning and architecture. The cities of the Indus Valley Civilization were very well planned. Each city was planned in a grid-like pattern, formed by straight roads, running from North to South and East to West. This divided the city into blocks. The main streets were almost 10 meters wide, so two bullock carts could pass by each other. Rows of houses were built on both sides of the streets and drains were laid along

Interesting Facts:

- All Indus Valley bricks were the same ratio of 1: 2 : 4 but came in different sizes. A common size was 7 cm high14 cm wide x 28 cm long.
- Bricks were laid in rows, end to end and crossways, using wet mud as cement to stick the bricks together.

the streets. The ancient systems of sewerage and drainage that were developed and used in cities throughout the Indus Valley Civilization were far more advanced than any found today in the Middle East and more efficient than those in many areas of Pakistan and India today.

Activity:

- Look at the picture below. It shows you an Arial view taken from high up in the air of Moen-jo-Daro. Discuss about the technical skills of engineers and artisans. Match the standards of their work with the modern standards of town planning.

An Ariel view of Moen-jo-Daro City

The houses were built of thick walls of baked bricks. The bricks were joined together with mud, gypsum and lime mortar. The inside walls were covered with mud plaster. There were one room houses, houses with several rooms which opened onto a courtyard and houses were two to three floors high. Stairs led to the upper floors and roofs. There were no

windows facing the main street. This kept out dust and noise. Side windows let in light and air. The houses were spacious and airy and allowed the sunlight into them. The thick walls kept the houses cool during the summer. All houses had bathrooms which were connected to the drains on the side of the streets. Some houses had their own wells for water while others had shared a well. The architecture of the Indus Valley Civilization was very advanced. There were well-designed dockyards, well-built granaries, large warehouses, well aligned brick platforms, and impenetrable protective walls. The massive walls of Indus cities most likely protected them from floods and invaders.

Activity:

- The Facilities are listed in a column A. Complete the Colum B by inserting information about Moen-jo-Daro and your area.

Column: A	Column: B	
Facilities	**Moen-jo-Daro**	**My Area**
City plan	Grid like	
Roads	Straight, paved	
Access to water		
Drainage		
Garbage cans		

- What have you learned from filling in the table above? Discuss with a class fellow.
- Would you like your area to be more like Moen-jo-Daro? Why or why not?

Moen-jo-Daro's Great Bath

The Great Bath in the city of Moen-jo-Daro looks like a swimming pool. Like all other structures, it is made of baked brick, but here the bricks are joined together with tar and gypsum. It is over 14 meters long and seven meters wide. It has a brick-paved courtyard and columns on three sides. Two sets of steps lead down into the bath.

Great Bath Moen-jo-Daro

Water (probably from a well) filled the Bath to about 2.4 meters deep (a human beings is about 1.8 meters). Water was drained out through one corner into a drain.

Water, it seems, was very important to the people of the Indus Valley Civilization and it may have had some religious significance. The Great Bath, many believe was a place where religious ceremonies were held.

The Art of Indus Valley Civilizations

An old well in Lothal

The Indus Valley Civilization left no temples or tombs and no great statues of kings or gods. However, various sculptures, seals, pottery, gold jewellery and detailed figurines in terracotta (clay baked at high temperatures to make it hard and waterproof), bronze and steatite (soft stone hardened when fired in a kiln) have been found at excavation sites. These give us some idea of the art of the Indus Valley Civilization.

Sculpture

Various sculptures of people and animals made from terracotta, stone and metal have been found. One figure is the Priest-King, with his beard and his

patterned robe. Other figurines of girl in dancing poses show the presence of some dance forms in the Indus Valley Civilization. There are also terracotta figurines of cows, bears, monkeys and dogs.

Pottery

The people of the Indus Valley Civilization used bowls, dishes and cups made of terracotta. The clay pots were shaped on a potter's wheel. Most pots are plain, but some pots are decorated with bands, patterns of leaves and flowers and shapes like fish scales. A few pots were colored blue, red, green and yellow.

Jewellery Making

Archeologists have found evidence that the people of the Indus Valley Civilization wore lots of jewellery, especially necklaces, bangles and earrings. The jewellery was made of clay and soapstone beads and shells. At Harappa, archaeologists found the grave of a man, who was buried wearing a necklace of more than 300 soapstone beads.

Dance and Music

Figurines of dancing girl indicate that the people of the Indus Valley Civilization engaged in some form of dancing. A harp-like instrument depicted on an Indus seal and two shell objects found at Lethal indicate the use of stringed musical instruments.

Writing

No one knows what language the Indus people spoke and no one has yet been able to read their writing. There are no books and no laws carved in stone; but there are

many writings on the seals found. The writing used picture signs or characters (not letters of the alphabet as in English, Urdu and Sindhi). At least 400 different characters have been identified. The longest bit of writing found has only 26 characters.

People wrote using a pointed stick on soft clay. They also used a sharp tool to write and etch on stone or metal. People wrote the first line from right to left, the second line from left to right, and so on. With such few writing samples available, it is likely that only a few people could read and write. It appears that most of the writing probably had to do with trade. Therefore, traders could probably read enough to tell what was written on seals.

Activity:

- In modern English, we start each new line on the left. Can you find any other modern writing that is done differently?

It can be concluded that the people of the Indus Valley Civilization were skilled in art, architecture and science. It is amazing to know that 5000 years ago, there was a civilization which was so advanced in not only town planning and architecture, but also in art, language and science. Archaeologists today are greatly surprised at the skills, expertise and a planning vision of the people of the Indus Valley Civilization.

SUMMARY

The people of the Indus Valley Civilization living over 5000 years ago were skilled in town planning and architecture. The town planning and architecture of the Indus Valley Civilization is much better than some present day civilizations. The art of the people of the Indus Valley Civilization can be seen in their sculpture, pottery, jewellery. There is also evidence of some form of dance and music. Buttons made from seashell were used in the Indus Valley Civilization for ornamental purposes by 2000 BCE. The Indus Civilization had a writing system, but all attempts to decipher it have failed. Examples of the writing system have been found on pottery and seals.

END OF CHAPTER EXERCISES

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The people of the Indus Valley Civilization were good in __________ and ____________________.

ii. Houses and other buildings were made of _______________________.

iii. Three forms of art in the Indus Valley Civilization were ______________, ____________ and________________.

iv. We know that the people engaged in some form of dancing because a statuette of a ______________________________ was found.

v. Seals with writing on them were used for trading. This shows that the traders could __________________.

2. The Artifacts are given in Column A. Match Column A with Colum B

Column A	Column B
The bust of a Priest-King	Dance
Figurines of dancing girls	Music
Stringed instruments	Pottery
A terracotta bowl	Stone sculpture
Seal with picture signs	Writing

3. Answer the Following Questions

i. How were cities planned in the Indus Valley Civilization?

ii. Describe the houses the people of the Indus Valley Civilization lived in?

iii. List all the kinds of art the people of the Indus Valley Civilization practiced. Draw one artifact that shows this art form.

B. Use Your Inquiry/Investigation Skills

1. Find out about the art and architecture of one other civilization (Ancient Egypt and Mesopotamia) that existed at the same time as the IVC.

C. Cooperate With Others

1. Working together in a small group, prepare a poster showing the different forms of art, of the Indus Valley Civilization and the same form of art today.

2. Display the poster on a display board for everyone in the school to see and learn.

CHAPTER 3: TOOLS, TECHNOLOGIES, SCIENCE AND TRADE

SLOs

- Describe the tools and technologies used in the Indus Valley Civilization (e.g. animal and crop domestication, irrigation, weapons, transportation).
- Describe trade within an Indus Valley Civilization and with foreign lands providing evidence for the same.
- Identifying trading activities of Indus Valley Civilization with reference to their exchange of goods and items with other civilizations.

Introduction

In this chapter, you will study about the tools, technology and science of the people of the Indus Civilization. The people of the Indus Valley Civilization used some tools like the ones we use today, such as hammers, chisels, needles, fishhooks, axes, razors and saws. They made many of their tools from stone called flint. They also made tools of copper and bronze. Trade was important and a number of artifacts found indicate that the people of the Indus Valley Civilization traded with a lot of other countries both near and far.

Tools

The people of the Indus Valley Civilization used many of the tools we use today, such as chisels, axes, and saws. Many of their tools were made of stone. They also developed some new techniques in metallurgy and produced copper, bronze, lead and tin. They made tools from these metals as well.

Science and Technology

The people of the Indus Valley Civilization were among the first to develop a system of uniform weights and measures to accurately measure length, mass, and time.

1. Rulers made from Ivory were in use by people in the Indus Valley Civilization. In Lothal one such ruler has been found. The ruler is

divided into units corresponding to 33.5 mm and these are marked out in decimal subdivisions with amazing accuracy. Ancient bricks found throughout the region has dimensions that correspond to these units.

2. Weights were based on units of 0.05, 0.1, 0.2, 0.5, 1, 2, 5, 10, 20, 50, 100, 200, and 500, with each unit weighing approximately 28 grams, similar to the English ounce or Greek *unci.*
3. Unique Harappa inventions include an instrument which was used to measure whole sections of the horizon and the tidal dock.

Activity:

- Working in pairs, make a poster of the tools, weapons and technology of the Indus Valley Civilization. Ensure that there is equal distribution of work. Respect each other's opinion.

Tools	Weapons	Technology

Trade

The economy of the cities of the Indus Valley Civilization depended on trade. Internally, farmers brought food into the cities. City workers made such things as pots, beads and cotton clothes. Traders brought the materials workers needed, and took away finished goods to trade in other cities. Traders usually walked, carrying their goods on their back. They followed the river, walking along its banks.

Indus Valley traders did not use money as there is no evidence of this. They probably exchanged goods, such as selling two sacks of wheat for one basket of minerals.

The traders weighed their goods on weighing scales, using stone

cubes as weights. The weights were made from cubes of a flinty rock called grey chart. The smallest cube was very light, weighing less than 1 gram and the heaviest was over 11 kilograms.

Trade was facilitated by major advancement in transport technology. The Indus Valley Civilization may have been the first civilization to use wheeled transport such as bullock carts as well as boats driven by a sail (similar to those seen in Pakistan today). Traders could put large quantities of their goods on wooden carts pulled by bullocks. Boats allowed traders to not only carry large quantities of goods but also to travel further distances in shorter periods of time.

External trade goods included terracotta pots, beads, gold and silver, coloured gem stones such as turquoise and lapis Lazuli, metals, flints (for making stone tools), seashells and pearls. Traders brought Minerals from Iran and Afghanistan, Lead and copper from India, Jade from China and cedar tree wood was floated down the rivers from Kashmir and the Himalayas.

We also know that Indus Valley traders traded with Mesopotamia because Indus seals have been found there. To reach Mesopotamia, Indus ships sailed west. They probably kept close to land. A bit of old Indus pottery found on beaches in Oman, in the Gulf, is evidence of this.

It can be concluded that the Indus Valley people were advanced in trade and travel. As no evidence of money was found for either internal or external trade, it is presumed that trade was carried out through boats and carts and that seals were used as replacements of money. The people of Indus Valley Civilization were advanced in science and technology that achieved great accuracy in measuring length, mass and time. They were the first to develop a system of uniform weights and measures. Other than this, they were skilled in developing tools for different occupations.

SUMMARY

The people of Indus Valley Civilization used some tools like the ones we use today, such as hammers, knives, needles, fishhooks, axes, razors and saws. People made bullock carts to travel by land. Archaeologists have found clay models of carts, which look like the bullock-carts still seen in India and Pakistan today. Boats of wood with a sail were made to travel on the water. These boats are similar to the ones we see floating down the river Indus today. Artifacts discovered shows that the Indus Valley cities lived by trade. Traders traded their goods carrying them on their backs and walking along the river, loading them onto bullock carts or boats to take them quickly over land and sea. Trade goods included terracotta pots, beads, gold and silver, colored germ stones such as turquoise and lapis lazuli, metals, flints (for making stone tools), seashells and pearls. Indus Valley traders did not use money. They traded one set of goods for another.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. A system of measurement was developed to measure ________, __________, and _________.

ii. Most tools were made of ____________ .

iii. New techniques of metallurgy resulted in the development of _____________ and ______________.

iv. The economy of the Indus Valley Civilization depended on ________.

v. Trade with other places was facilitated by the development of ____________________ and _________________.

2. Make a Table to show the goods that were traded (bought and sold) by the people of the Indus Valley Civilization.

3. Answer the Following Questions

i. What tools were used by the people of the Indus Valley Civilization, for each tool, mention one thing it was most likely used for?

ii. Describe the technology used to measure weight.

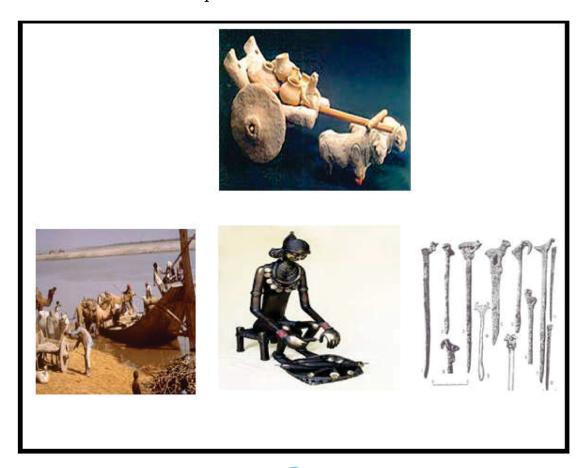
iii. What technology facilitated trade with other places?

iv. How do we know that the people of the Indus Valley traded with other places?

B. Use Your Inquiry/Investigation Skills

1. Look at the pictures given below. What do you think they were used for?

C. Cooperate With Others

1. Working together in a small group, develop a pictorial booklet on the Indus Valley Civilization. Below each picture, write a caption that describes the picture.

CHAPTER 4: THE END OF THE INDUS VALLEY CIVILIZATION

SLOs

- State the different reasons for the decline of Indus Valley Civilization providing support for the same.
- Explain with the help of examples the continuity and change in different features of culture of the people of the Indus Valley Civilization and people today.
- Describe the historical significance of early societies (e.g. Adaptation for survival, enduring human aspirations, the origins of social and political structures).
- Identify the ways early society helps us understand contemporary society.

Introduction

The Indus Valley Civilization began from around 3300 BCE. It grew, developed and became a great civilization between 2600 and 1900 BCE. From 1900 to 1300 BCE, this civilization started to decline and finally ended. The aim of this chapter is to highlight the causes of decline of Indus Valley Civilization.

What Happened to the Indus Valley Civilization?

Till today, we do not know why the Indus Valley Civilization came to an end. There is no reliable source from which to find the answer. Historians, however, think that the decline may have been caused by one of the following:

- It was commonly believed that the Aryans were the next people to settle in this area. They were skilled fighters, so an attack by them may have led to the destruction of the Indus Valley Civilization. Poems in the Rig Veda describe the victory over cities in the Indus Valley. Thirty-nine human skeletons discovered during the excavation of Moen-jo-Daro pointed to some violent cause of their death. But most historians do not believe this theory as there is no evidence of war or mass killings.
- Historians now believe that a natural disaster such as floods may have been responsible. Floods forced the people to leave their houses. The houses were rebuilt, but with broken bricks and no proper

drainage system. Most of the cities in the Indus Valley Civilization have been found in a condition as if these had been first abandoned and then rebuilt.

- It has been found that around 2000 BCE major climatic changes occurred in the Indus Valley. There was a fall in the average rainfall due to shifts in the monsoon pattern and changes in temperature (hotter) that led to desert-like conditions. This led to the decline in agriculture on which most of the trade was dependent. Owing to this, people of the Indus Valley started relocating to some other location leading to the decline of the entire civilization. The location where the Indus valley civilization once flourished is a desert today.

Importance of the Indus Valley Civilization

The people of the Indus Valley Civilization did not leave great structures, like the Pyramids of Egypt or the Great Wall of China. All that remains of their cities are the ruins we see today. However, many of the elements of the Indus Valley Civilization are seen in later cultures and even in cultures in Pakistan and India today. In rural areas, people still make bricks and bake them in kilns. These bricks are used to build houses and beautiful buildings.

The people of the Indus Valley Civilization showed us the importance of cleanliness. To ensure clean water for all, there were public wells. They had a good sewerage and drainage system that took waste and deposited it in sewer pits outside the city walls.

In their clean, well-run cities, the people of the Indus Valley Civilization engaged in a variety of arts and crafts. They used different materials and tools to make utensils for daily use, jewellery for men and women and toys for the children. They often decorated them with designs using flowers, leaves or fish scales. The Ochre colored pottery of the Indus Valley Civilization is still made in the whole region today. The Indus people's gift to the world was showing how to live in peace in cities. There is little evidence of weapons or of an army in the Indus Valley Civilization.

There is evidence that some of the beliefs and practices of Hinduism began here. There is evidence that the people of the Indus Valley Civilization changed from burying their dead to cremating them, a practice dominant in Hinduism today.

SUMMARY

Till today, we do not know why the Indus Valley Civilization came to an end around 1300 BCE. The Indus Valley Civilization is important for many reasons: town planning and architecture, the importance attached to cleanliness, the variety of arts and crafts that are still common in the region in which this civilization existed and most importantly the need for people to live in peace with each other.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The Indus Valley Civilization came to an end around _________.

ii. Historians have not been able to find the cause that resulted in the Civilization coming to an _____________.

iii. Three reasons why the Indus Valley Civilization is important for us are _____________, _______________, and ______________.

2. Make a Table to show each suggestion for the end of the Indus Valley Civilization and the evidence historians have for each.

3. Answer the Following Questions

i. Explain the importance of the Indus Valley Civilization.

ii. What two things that you have learnt about the Indus Valley Civilization, if implemented in your city or town would help improve it.

B. Use Your Inquiry/Investigation Skills

1. Find out about the things that are helping your city/town to flourish.

C. Cooperate With Other

1. Working together in a small group of four, identify what can be done to make your city/town well-known in the country.

END OF UNIT EXERCISE

A. Check Your Knowledge and Understanding

1. Match the Artifacts given in Column A to its use in Column B

Column A	Column B
Baked bricks	Build houses
Beads	Carry goods from one place to another
Carts	Eat food
Dishes	Make jewellery
Figures of animals	Measure length
Needles	Measure weight of items
Ruler	Play with
Seals	Sew clothes
Weighing scale	Trade

2. Answer the Following Questions

i. Locate the Indus Valley Civilization and two other Civilizations that existed at that time on a map of the world?

ii. What factors do you think helped the Indus Valley Civilization grow and develop?

iii. Describe the work the people of the Indus Valley Civilization engaged in. For each type of work list the tools used.

iv. What were the reasons for the decline of the Indus Valley Civilization?

v. How did the Indus Valley Civilization influence later civilizations?

vi. What aspects of the Indus Valley Civilization are still in evidence today in Pakistan and India?

B. Use Your Inquiry/Investigation Skills

1. Role play in pairs, one student being from the past and one from the present. Discuss the points below in an oral interaction:

2. Compare the culture and way of life of the Indus Valley Civilization and of Pakistan today using the headings given below. Provide reasons for your answer.

    - Food
    - Clothing
    - Occupations
    - Architecture
    - Art
    - Tools
    - Government
    - Religion
    - Role of women and men in society

C. Communicate With Others

1. Imagine you are living in the Indus Valley. Draw a picture of your house by the river on one side of the post card. On the other side, invite your friend to come and live with you in the river valley. Tell your friend the advantages of living by the river.

D. Cooperate With Others

1. Working together in groups of four, develop a 1 page report on the Indus Valley Civilization. The report should include the following information.

- A Map showing the location of the Indus Valley Civilization.
- The culture of the people: food, dress, housing, arts and crafts, religion and government.
- Trade, how it was conducted, what goods were bought and sold within and what was the nature of external trade.
- Use each character in the writing to stand for a word in English/Urdu/Sindhi and then write a paragraph.
- Explain how the civilization declined.
- What aspects of the culture of IVC do we see today in Pakistan and India?

E. Be Creative

1. Make a toy using materials including clay, leather, etc.

F. Become Technologically Smart

1. Write an email to your relative or friend living abroad telling them about two most fascinating things that you have learnt about the Indus Valley civilization.
2. Launch a campaign with your school mates and teachers for the preservation of Moen-jo-Daro. Develop an e-petition. Invite your friends, family, schoolmates and others to sign the e-petition. Once you have 50 signatures, send it to the department whose task it is to protect and preserve the archaeological site of Moen- jo-Daro.

G. Become a Responsible and Active Member of Society

1. You have come to know through the media that the archaeological site of Moen- jo- Daro is not being properly looked after by the concerned department. Now that you know so much about the Indus Valley civilization, write a letter to the Minister for Culture, Government of Sindh, asking the Minister to preserve the city of Moen-jo-Daro. Give at least three reasons why the Minister should do so.
2. Write a letter to a Television channel asking them to do a programme on the Indus Valley civilization. Give them three reasons why they should do so.

GOVERNING OURSELVES

Unit Student Learning Outcomes (SLOs)

- Differentiate between state and government.
- Describe the purpose of government.
- Describe the main features of the government of Pakistan (federal, democratic, parliamentary).
- Explain why Pakistan has a federal system of government.
- Identify the organizational structure of the federal government of Pakistan (legislative, executive and judicial branches).
- Describe the power and functions of each branch of government.
- Describe how the Prime Minister, members of the National Assembly and justices of the Supreme Court come to power (election v.s appointments).
- Explain why the powers of government are separated among the three branches.
- Give examples of how the system of checks and balances, limits the power of the federal government (e.g. senate not agreeing to legislation, courts declaring a law unconstitutional).
- Differentiate between those branches and institutions of government that are permanent and temporary.
- Identify the role of the civil and military bureaucracies.
- Distinguish between federal and provincial government.
- Make a chart to show the relationship between courts in the judicial system of Pakistan.
- Identify an unjust situation and say how they can be made more just?
- Discuss in groups the importance of ensuring justice to reach a member of the society.
- Describe the powers of the federal (e.g. minting money, declaring war), provincial (e.g. providing education and health) and local government in Pakistan (e.g. cleanliness).
- Describe government policies and actions aimed at serving its citizens.
- Identify key features of local government.
- Name some local government institutions.

- Identify services commonly provided by local government (e.g. police, fire department, schools, libraries, parks, health and cleanliness) and describe how they are funded (e.g. taxes, fees, fines).
- Give examples to show how local government affects the lives of its citizens.
- Recognize that people in authority are respected under some conditions (e.g. when they are just, fair and respect others).
- Elections ("Role of citizens").
- Describe the term election, electorate and representatives.
- State the importance of elections in a democracy.
- State the importance of active citizens participates in the electorate process (voting, observer in elections, and stand for elections).
- Identify the problem of woman citizens have in participating in the political process and suggest ways to address them.
- Go through the electoral process in school (elections for class monitor, elections for members and leaders of the school council).
- Examine the role of media in the election process.
- Describe the role of political parties in the electoral process in Pakistan.

Introduction to the Unit

The government of the country affects our everyday life. Governments decide the rules we have to live by and to a large extent the conditions we live in. Pakistan has a democratic system of government. In a democracy, citizens make decisions regarding who will be their leaders and what laws will be made by their elected representatives. They exercise their power through the process of voting during elections. After elections, the government is formed and it is accountable to the people for its actions. It is, therefore, important for young people to learn as much as possible about the government and how it works as it would help them make educated decisions at the time of elections.

CHAPTER 1: GOVERNMENT

SLOs
- Differentiate between state and government.
- Describe the purpose of government.
- Describe the main features of the government of Pakistan (federal, democratic, parliamentary).
- Explain why Pakistan has a federal system of government.

Introduction

In this chapter, we will study about the government, its functions and main features of the government of Pakistan.

What is Government?

Government is a group of people that exercises control over a country (a state). It has the authority to make the laws and public policies for the country as a whole, for example, Pakistan or for a particular part of a country such as a province, for example, Sindh.

State

A state is a group of people organized on definite territory for a common purpose. The main elements of state include territory, population, government and sovereignty.

Activity:
- List the differences between state and government.

Functions of Government

There are many functions of government. The main functions of government are listed below:

- To protect the life and property of its citizens. It must also have to maintain Armed forces for defending the territory and people against the foreign invasion.
- To protect the fundamental rights of people. The 1973 Constitution of Pakistan lists the fundamental rights of citizens. It is the duty of the government to protect the rights of its citizens guaranteed by the constitution.
- To provide public services for the welfare of the people. The

government is responsible to provide services such as education and health care to the people. It is also its responsibility to introduce social and economic welfare programmes for the needy.

- To provide public goods and services. One of the main functions of government is to provide various facilities to its citizens including roads, markets, bridges, drinking water, sanitation, and electricity etc.
- To promote the ideology of the country that is the major source of identity. Each country has its own traditions and culture that gives it its identity. The government must protect and uphold the identity of the country.
- To protect and safeguard National Interest (NI), the state engages into trade agreements with other sovereign states.

Main Features of the Government of Pakistan

Pakistan is a democratic state. It has a parliamentary form of government. Main features are discussed as under:

Federal System of Government

Pakistan has a federal system of government. This means that the powers of government are divided between the federal (national) government and the provincial governments. Each level of government, that is, federal and provincial, has complete power in some areas and shares powers in other areas. The federal government usually has complete power over matters affecting the country as whole such as finance, foreign affairs and defense. Provincial governments have complete powers over matters such as education and health care. Both the federal and provincial governments have the power to impose taxes.

According to the constitution, the following are the federating units of Pakistan:

- The Four Provinces: Sindh, Punjab, Khyber Pakhtunkhaw and Balochistan.
- The Federal capital territory: Islamabad.
- The Federally Administered Tribal Areas (FATA).
- Gilgit Baltistan.

Democratic Form of Government

Democracy means rule by the people. Since all the people cannot rule, they choose from among themselves representatives to rule on their behalf through democratic elections. All adult citizens have the right to participate (vote) in free, fair and regular elections.

Other important characteristics of a democratic government are that it grants rights and freedom to the citizens and ensures the rule of law. The law is supreme and all the citizens are equal in the eyes of law. No one is above the law.

Contrary to democracy, dictatorship is of a rule by one person. In a dictatorship, people are asked not to think, but to obey and follow him blindly exploiting rights and freedom of speech.

Parliamentary Form of Government

A parliamentary form is one in which the power of government is exercised by the legislature known as "Parliament". A distinguishing feature of parliamentary government is that executive power is not separated from legislative power as in other systems of government. The legislature elects the executive, that is, the Prime Minister, who selects

cabinet members from members in the legislature. The executive is accountable to the legislative assembly.

Parliamentary form of Government

Branches of Government

- **Legislative Branch**

Pakistan's legislative branch is a bicameral Parliament, officially termed as Majlis-e-Shoora. The Parliament consists of two houses i-e the National Assembly (also known as the lower house) and the Senate (also known as the upper house).

- **Executive Branch**

The executive branch is made up of the Prime Minister and the President. The Prime Minister is the head of government in Pakistan. The President, on the other hand, is a ceremonial head of state with fewer responsibilities.

- **Judicial Branch**

Pakistan's judicial system includes a Supreme Court, Federal Shariat Court, Provincial High Courts, and other courts and tribunals.

SUMMARY

A group of people that governs the country with a system is called the government. The government makes the laws and policies to run the country. The government protects the people, provides basic services like water, electricity, security etc. Pakistan is a democratic state and it has a parliamentary form of government. The Government of Pakistan has three branches i-e the Legislative, the Executive and the Judicial branches.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The system by which a community is governed called ________________.

ii. The government makes ___________ to rule the country.

iii. Pakistan has a __________ , ____________ and ______________ form of government.

iv. In a federal system of government, powers are shared between the ___________ and the _________________.

v. In a parliamentary form of government, the legislative and executive branches are not ___________________.

2. Make a Table to show three countries that have a federal system of government, three countries have a parliamentary form of government and three that have a democratic form of government.

3. Write Short Answers of the Following Questions

i. Define the term 'government'.

ii. List the purposes of a government.

iii. What is meant by a federal system of government?

iv. Name the federating units of Pakistan.

v. What is the main feature of a parliamentary form of government?

vi. How do the people choose their representatives in a democratic form of government?

B. Conduct an Inquiry

1. Conduct an inquiry to find out three countries that have a form of government similar to the form of Pakistan: federal, parliamentary and democratic.

C. Cooperate With Others

1. Work together in groups of four, use a scale to assess how well the current government of Pakistan is fulfilling its purpose. Suggest three things they could do to better fulfill the purposes of government.

CHAPTER 2: ORGANIZATION AND FUNCTIONS OF THE FEDERAL GOVERNMENT

SLOs

- Identify the organizational structure of the federal government of Pakistan (legislative, executive and judicial branches).
- Describe the power and functions of each branch of government.
- Describe how the Prime Minister, members of the national assembly and justices of the Supreme Court come to power (election v.s appointments).
- Explain why powers of government are separated among the three branches.
- Give examples of how the system of checks and balances limits the power of the federal government (e.g. senate not agreeing to legislation, courts declaring a law unconstitutional).
- Differentiate between those branches and institutions of government that are permanent and temporary.
- Identify the role of the civil and military bureaucracies.
- Distinguish between federal and provincial government.
- Make a chart to show the relationship between courts in the judicial system of Pakistan.
- Identify unjust situation and say how they can be made more just?
- Discuss in groups the importance of ensuring justice to reach member of the society.

Introduction

This chapter deals with the study of Federal Government of Pakistan and the functions of the various branches of the government.

The Federal Government

The Constitution of the Islamic Republic of Pakistan 1973 provides for a federal, parliamentary and democratic form of government. A federal system of government means that there are two levels of governments, that is, federal and provincial, with decision making powers divided between them. The federal government is responsible for matters that concern Pakistan as a whole and require a national policy such as defence, foreign affairs, and finance. The provincial governments are responsible for matters that concern each province such as law enforcement, education and health care.

National Assembly

Prime Minister's Secretariat

Supreme Court

Federal government (like the provincial government that we learnt about in class four) has three branches: the Legislative Branch, the Executive Branch, and the Judicial Branch.

Activity:

- Draw a pyramid with three levels. List the matters that each level of government: federal, provincial and local is responsible for.

The Legislative Branch (Parliament)

The Legislative branch of the Federal Government consists of two houses of Parliament, the lower house called the National Assembly and the upper house known as the Senate.

The National Assembly of Pakistan

The total membership of the **National Assembly** is 342. The 272 members are elected for a five year term. The other 70 members (60 women and 10 religious minorities) are selected by the political parties in proportion to the seats won by them in the elections.

Elections to the National Assembly

Political parties take part in the elections. Candidates for election in different constituencies are selected by political parties. On the day of the elections, all voters vote for the candidate of their choice in their constituency. After elections, the votes

Do You Know?

To become a member of the Senate one must:

- Be a citizen of Pakistan.
- Be not less than 30 years of age.
- Be enrolled as a voter in the electoral list.
- Be a good moral character.

are counted. The candidate with the majority votes is elected and becomes a member of the National Assembly (MNA).

The Senate

The Senate has 104 members. It is a permanent legislative body which ensures continuity in national affairs. The term of its members is six years. However, one-half of its members retire after every three years.

Provinces / Territories	General	Technocrats / Ulema	Women	Non-Muslims	Total
Sindh	14	4	4	1	23
Punjab	14	4	4	1	23
Balochistan	14	4	4	1	23
Khyber Pakhtunkhwa	14	4	4	1	23
Federal Capital	2	1	1	-	4
FATA	8	-	-	-	8
GRAND TOTAL	66	17	17	4	104

Representation of the Provinces in the Senate

People standing in line at a polling booth.

People stamping on their symbols.

People casting their vote inside booth.

Voter

A voter is a Pakistani citizen who is 18 years old and above and whose name appears on the voters list.

Senate Elections

Each of the four provincial assemblies elects twenty three members of the Senate; fourteen on general seats, four on the seats reserved for technocrats/Ulema, four on seats reserved for women and one on a seat reserved for non-Muslims.

Functions of Parliament

Legislation: The main function of parliament is to make new laws and change existing laws. Both the National Assembly and the Senate can propose and pass laws, except for finance bills which only the National

Assembly can approve. Laws proposed are discussed and debated before approval.

Representation: Members of the National Assembly serve as a link between the government and the people. They are representatives of the people and their main responsibility is to act on behalf of the people.

Scrutiny and Oversight: Assemblies check executive power so that government is made responsible and/or accountable. To fulfill these functions, ministers are regularly asked questions in oral or written form usually by members of the opposition in the assemblies.

Recruitment and Training: Assemblies serve to recruit and train future leaders. In a parliamentary form like we have in Pakistan, ministers continue to hold their assembly seats alongside their executive offices thus, giving them some training in leadership.

Legitimacy: Assemblies also promote the legitimacy of a government by encouraging the public to see the system of rule as 'rightful'.

How Parliament Carries out its Functions?

In order to carry out its functions, the National Assembly must meet at least three times in a year and for at least 130 days. At its first session, the National Assembly elects from amongst its members a Speaker and a Deputy Speaker. The Speaker presides over the National Assembly. The speaker's role is to moderate debate, make rulings on procedure and announce the results of votes. The speaker is supposed to be non-partisan and impartial (does not take sides) in the discharge of functions. In the absence of the Speaker, the Deputy Speaker acts as the Speaker.

Most of the work undertaken by the National Assembly is done by Standing Committees. The Standing Committees examine bills referred to them by the House and submit its reports to the House. Bills passed by the house are then sent to the Senate.

In order to carry out its functions, the Senate must meet for 110 days in at least three sessions in the year. At its first meeting, the Senate elects from amongst its members a Chairman and Deputy Chairman for a term of three years.

Like the National Assembly, the Senate of Pakistan has a Standing Committee System. All the bills are sent to a Committee that examines them and then presents in the Senate, where they are discussed and a decision of whether to pass or not is made. The proceedings of the legislature are shared with the general public so as to create awareness of the citizens.

Find out from the newspapers and stick pictures of the Head of State, Head of the Federal Government and the Chief Justice of Pakistan

Chief Justice	President	Prime Minister

Activity:

- Work in groups of four, make a rule for your class. Each group should present its rule; the rule should be discussed and then voted on. If a majority votes for the rule, the rule is passed and should be followed.

The Executive Branch

The executive branch carries out and enforces the laws. It consists of the following:

- **The President** who is the head of State.
- **The Prime Minister** who is the head of the Federal Government.
- **The Cabinet** which comprises the Prime Minister and Ministers. The Ministers are members of the National Assembly chosen by the Prime Minister to head different ministries.
- **The officers of the Civil and Military (Bureaucracy)**.

Functions of the Executive

Ceremonial Duties: The head of State (President), the head of the Government (Prime Minister) as well as senior ministers and secretaries play largely ceremonial roles on occasions, foreign visits, and the signing of treaties and legislation.

Implementations of Policies: The executive is expected to 'govern' by

developing coherent economic and social policies including education policies for the country and maintain its relations with foreign countries. The executive is also responsible for implementation of policies.

Run the Government: The executive is responsible for running the government. The ministers are responsible for ministries and their work is supported by the civil servants.

Crisis Management: It is the duty of Government to enforce rule of law to maintain public order and handle economic and political crisis.

Disaster Management: A key function of the executive is to take quick and decisive action in the management of major disaster including earthquake, land-slides, floods and feminine etc.

The Civil Bureaucracy

The members of the civil bureaucracy are not elected; they are employees of the government. The civil bureaucracy is organized in ministries each charged with responsibility for particular policy areas, such as the ministry of finance and the ministry of foreign affairs. Staff members are involved in gathering statistics, researching and writing details for new laws, collecting taxes and performing thousands of other tasks necessary for a government to run effectively.

Functions of the Civil Bureaucracy

Administration: The core function of the civil bureaucracy is to implement government policy.

Offer Policy Advice: Civil bureaucrats may advise politicians. They often control the flow of information to politicians, determining what and how much politicians know.

Articulate Interests: The civil bureaucracy has to work with interest groups as they formulate and implement policy.

Maintain Political Stability: A function of civil bureaucracy is to provide political stability and continuity of the systems. Unlike ministers and governments that come and go; professional civil servants hold their positions permanently.

The Military Bureaucracy

Like the civil bureaucracy, there is the military bureaucracy. The military also called the armed forces (army, navy and air force) are the only ones who are allowed to use deadly force and weapons to protect the

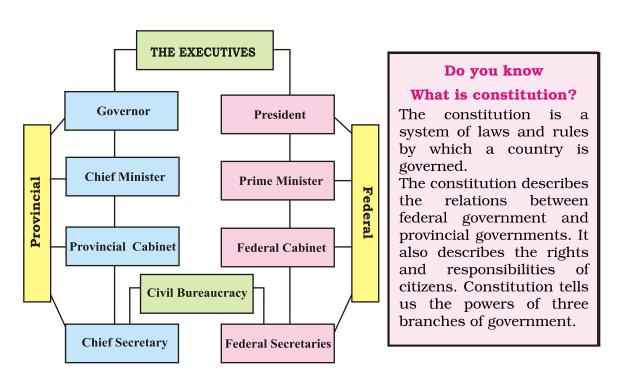
interest of the state and the citizens. The main job of the armed forces is to "defend Pakistan against external aggression or threat of war and as per law act in the civil power when called to so". The armed forces are usually called to help civil power in times of natural or man-made disasters.

To support the work of the military, many other tasks have to be performed by many other people. There is a need for logistics (trucks and drivers, cooks and food), maintenance, communications, command and intelligence. The soldiers including the people who support them all have to follow rules and orders as per the chain of command.

In a democracy, political control of the armed forces is with the civilian institutions. Therefore, in Pakistan the Federal Government has control and command over the armed forces and the President is the Supreme Commander of the Armed Forces.

Do you know

What is constitution?

The constitution is a system of laws and rules by which a country is governed.
The constitution describes the relations between federal government and provincial governments. It also describes the rights and responsibilities of citizens. Constitution tells us the powers of three branches of government.

The Judicial Branch

The judicial branch of the Federal Government comprises of the Supreme Court, High Courts, the Federal Shariat Court, the subordinate courts and special courts and tribunals. The Supreme Court is the highest court of Pakistan

Judiciary

Federal Shariat Court
Determines if laws are against the Laws of Islam
8 Muslim Judges

Supreme Court
Hears appeals from the High Courts
16 Justices

Special Tribunals
Various criminal matters including corruption, banking, and drugs
Appeals to High Courts

High Courts
Hears appeals from Lower Courts
Appeals to the Supreme Court

Session Courts
Tries all offenses
Appeals to High Courts

Magistrate Courts
Tries only non-capital offenses
Appeal to session or High Courts

The Chief Justice of the Supreme Court is appointed by the President with the add and advice of the Prime Minister. The other Supreme Court judges are appointed by the President after consultation with the Chief Justice. The Chief Justice and judges of the Supreme Court may remain in office until the age of 65.

Functions of the Supreme Court

The main functions of the supreme court are as under:

i. The disputes between the Provincial and Federal Government are decided by the Supreme Court.
ii. Inter-Provincial disputes are settled by the Supreme Court.
iii. To hear the cases of appeals of the lower courts.
iv. To take suo motto action on the most important issues.
v. To protect and guard the Constitution of Islamic Republic of Pakistan 1973.
vi. To review the laws passed by Parliament.
vii. The Federal Government can take advice on the constitutional and judicial matters.
viii. The judgment of the Supreme Court of Pakistan is final and binding upon the Federal and Provincial Governments.
ix. To protect the fundamental rights guaranteed in the 1973 constitution of Pakistan·

Activity:

- Why justice is important for society? Write down a few sentences about this?

The Provincial Government

Like the Federal government, the provincial governments are also organized into three branches: the Legislative, the Executive and Judicial branch. Although, the functions of each are the same they are organized differently. Unlike the legislative branch of the Federal Government which has two houses, the legislative branch of the provincial government has only one house, the Provincial Assembly. The executive in the provincial government comprises the Governor (Head of Province), Chief Minister (Head of Provincial Government), Provincial cabinet and civil bureaucracy. The judicial branch consists of the High Court, which is the highest Court of the Province and the lower courts.

SUMMARY

According to the Constitution, there are three branches of government in Pakistan. Legislative Branch, Executive Branch, and the Judicial Branch. The Legislative branch makes the laws, the Executive carries out laws and Judiciary evaluates and interprets the laws. The legislative branch or Parliament has two houses: the National Assembly and the Senate. The National Assembly of Pakistan is the country's sovereign legislative body. It makes laws for the Federation and keeps a check over the Executive. The Senate is a body which represents the provinces and promotes a feeling of equality, peace and harmony, which is essential for the growth and prosperity of a nation. The executive branch implements the law and public policies. It includes the President, Prime minister, the Cabinet and, executive officers of the civil and military bureaucracy. The judicial branch administers justice, makes laws, acts as guardian of the constitution and protects the rights and freedom of citizens. The Supreme Court is the highest court of Pakistan.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. Three branches of government are_________________________, _________________________ and _________________________.

ii. The legislative branch or parliament consists of two houses: _________________________ and _________________________.

iii. The Head of Government is the _________________________.

iv. The Prime Minister appoints the cabinet from the members of the _________________________.

v. The highest court of Pakistan is the _________________________.

2. Make a Table to show the functions of each branch of government.

3. Answer the Following Questions

i. Name the branches of government and state the main task of each.

ii. List the functions of the legislative branch.

iii. Describe the purpose of the senate.

iv. How are members of the National Assembly elected?

v. Who makes up the executive in the federal government?

vi. Describe the importance of the Judiciary.

vii. Write similarities and differences between the Federal and Provincial governments.

viii. Review the fundamental rights in the constitution of Pakistan and list the five that you think are most important for you.

B. Cooperate With Others

1. In small groups of four, make a diagram to show the difference between the following:

- The legislative branch of the federal and provincial government.
- The members of the executive branch of the federal and the provincial government.
- The court system in the federal and provincial governments.

CHAPTER 3: LOCAL GOVERNMENT

SLOs

- Identify key features of local government.
- Name some local government institutions.
- Identify services commonly provided by local government (e.g. police, fire department, schools, Libraries, parks, health and cleanliness) and describe how they are funded (e.g. taxes, fees, fines).
- Give examples to show how local government affects the lives of its citizens.

Introduction

This chapter deals with the study of Local Government, its structure and organization. This chapter explains functions of the three levels of local government. It also describes the role of citizen under local government.

What is Local Government?

Local Government is the lowest level of Government. It is the government that runs the administration of a particular district, town, or union. The government is made up of representatives elected by the people. Local government gives people the power and authority to make decisions about matters that affect them.

The aims and objectives of the local government system are to:

1. Extend responsibility of the State to the citizens in their local communities.
2. Shift power and authority of government to the local level so that people's needs are served.
3. Provide opportunities for people to participate in decisions affecting their lives.
4. Allow communities to determine their needs and allocate resources to meet their needs.
5. Establish a basic foundation for the practice of democracy.

Structure and Organization of the Local Government System

According to Sindh Local Govt Act 2013, the Local Govt Act 2013 provides for three tier (system) local government. These three tiers (levels) include district council, taluka council and union council.

Terms of Local Government According to Local Government Act 2013

Term	Definition	Functions
Union Council	It is the basic tier of local government administration. It is consisted of villages.	• Registration of births, deaths and marriages. • Provides street lights and repair street roads and maintain drainage lines, hand pumps.
Taluka Council	Another tier of Local Government administration at taluka level is called Taluka Council.	• Exercising control over land development, agriculture, industry, commerce, residence, recreation, entertainment, transport, etc. • Regulating markets, issuing licenses, granting permissions as well as imposing penalties against violations. • Developing and managing schemes, including site development, in collaboration with district government. Formulating strategies for infrastructure development, improvement in delivery of services and implementation of laws. • Monitoring and supervising the performance of government offices located in the tehsil and hold them accountable by reporting to the district government.
District Council	A tier of Local Government working at District Level is called District Council.	• Approves development plans. • Approves annual budget. • Monitor and improve delivery of services.
Town Committee	Town Committee governs a small urban town. It is composed of wards or union committees.	• Building dispensaries, maternity homes and inns for the welfare of the town's people. • Constructing and repair roads, lanes, footpaths and walkways. Laying gardens and plant trees. • Providing playgrounds. Setting up public libraries. Carrying out all such works which promote public welfare.
Municipal Corporation	A division of geographic urban areas which performs certain functions on a local level.	• Setting up and maintaining playgrounds, libraries and zoos and to arrange recreational sports, fares etc. • Constructing and maintaining roads in the respective areas and plant trees along the roadside. • Arranging water supply for public places and private homes. Providing for fire brigade service to extinguish fire, if it breaks out.
Metropolitan Corporation	A type of local administration of major cities including Karachi.	• Monitoring and supervision of all works in the city, maintenance of Parks, Sports Complex etc. • Planning, development and maintenance of Inter-district roads, bridges, street lights and storm water drains. Control of Land owned by Metropolitan Corporation. • Removal of Encroachments from the properties owned by Metropolitan Corporation. Maintenance of Abattoirs and Cattle Colonies, Art Gallery, Museum and Library. Reception of Foreign dignitaries.

Source: Local Govt Act 2013.

Each level has an elected Chairman and Vice Chairman, elected councilors, and administrators. All members of the local government are accountable to the Chairman, who is an *elected* official. The Chairman has powers and responsibilities for development and cleanliness of the cities. In metropolitan cities, they are called Mayors and Deputy Mayors.

There are **direct elections** for general seats in union councils, and **indirect elections** for reserved seats of women, peasants/ workers and minorities in union councils. Indirect elections are also held for tehsils/towns and districts/city district councils. Councilors are elected on the non-Party basis and serve a four-year term.

LOCAL GOVERNMENT CHART

Urban system of Local Government	Rural System of Local Government
⇩	⇩
Metropolitan Corporation (Karachi only)	District Council
⇩	⇩
Municipal Corporation	Taluka Council
⇩	⇩
Town Committee	Union Council
⇩	
Union Committee	

Functions of the Three Levels of Local Government

The functions of the councils at the three levels are to approve the annual development plan and budget, collect taxes and facilitate formation of various citizen committees. The main functions of the administration are to improve public services including maintenance of roads, public parks, schools, hospitals and provision of water supply and sanitation.

Shahi Bagh/Park, Shikarpur

HM Khoja High School, Nawab Shah

Abbasi Shaheed Hospital, Karachi

Citizen's Role Under Local Government

There are many opportunities for citizen's active participation through the above institutional arrangements.

- If you are 25 years and above, you can stand for elections to any of the above and if elected play an active and responsible role.
- You can become a member of one of the many committees that work to improve the community.
- You can also join together with others to form a Community Based Organization (CBO) to address the needs of your community.
- You can make complaints in the complaint cell or bring complaints against various members of the local government to ensure greater accountability and improved services for your community.

SUMMARY

Local Government is the lowest level of government. The power and authority are transferred at local level to resolve local level problems faced by people. The aim of the Local Government is to provide basic facilities to the people at local level.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Answer the Following Questions

i. What is Local Government?

ii. Explain the structure of Local Government.

iii. Differentiate between the powers of Tehsil Council and Union Council.

2. Make a Table to show the hierarchical structure of Local Government.

B. Cooperate With Others

1. Make a small group and discuss the role of Local Government.

C. Conduct an Inquiry

1. Find out three Local level issues which have not yet been resolved by the Local Government.

CHAPTER 4: ELECTIONS

SLOs

- Define the term election, electorate and representative.
- State the importance of elections in a democracy.
- State the importance of active citizen's participation in the electoral process in a democracy.
- Describe ways people can participate in public life including voting, petitioning elected officials, and volunteering.
- Give examples of opportunities for citizens to participate in the electoral process (voting, observer in elections, and stand for elections).
- Identify the problem women citizens have in participating in the political process and suggest ways to address them.
- Go through the electoral process in school (e.g. elections for class monitor, election of members and leaders of the school council).
- Examine the role of media in the election process.
- Role of political parties in the electoral process in Pakistan.

Introduction

This chapter deals with the study of importance of the electoral system for democracy. It also explains the functions of the Election Commission of Pakistan.

What is an Election?

Pakistan is a democratic state. According to Abraham Lincoln democracy means " government of the people, by the people for the people". Modern states have vast territories and large populations. It is physically impossible for all the people in such states to assemble in one place to take part in making laws and policies about matters that affect them all. They can take part in the business of the state only indirectly, that is, through their representatives whom they elect to make laws and policies and to decide other affairs of the state.

All the citizens of a state, who at a particular time have the right to vote, are collectively called the **electorate**. The process in which the electorate exercises its right to vote to select its representatives is called an **election** and the people whom they elect to the legislature are called **representatives**.

Activity:

- What qualities you like the most and wish to have in the representative in your area.

Importance of Election in a Democracy

Elections make an important contribution to democratic governance by providing the following:

Choice of Leadership: Elections provide a way for the citizens to choose their representatives. They do so by casting their vote in favour of the candidate whom they think will act in their best interest. This ensures that the will of the people is reflected in the elected candidates.

Change of Leadership: Elections are a platform for the public to show their displeasure with the ruling party. By voting for candidates from another political party and helping elect a different government, citizens demonstrate that they are the ultimate authority in a democracy.

Political Participation: If a citizen wishes to introduce reforms that are not on the agenda of any of the parties, he or she is free to contest the elections either independently or by forming a new political party.

Self-corrective System: Because elections are a regular exercise (occurring every five years in Pakistan), the ruling party has to consider the demands of the public. This works as a self-corrective system whereby the ruling party reviews its performance and tries to improve it so as to keep the voters happy.

Political Education: Elections provide political education for citizens and ensure the responsiveness of democratic governments to the will of the people.

Activity:
- Explain five ways in which elections are useful for national development.

Who Can Cast the Vote?

A person, who is a citizen of Pakistan, of not less than 18 years of age, of sound mind and is a resident of an electoral area, can get himself/herself enrolled as a voter in the place where he/she lives. Only citizens registered on the Electoral Rolls are eligible to cast their votes.

Who Can Contest Elections in Pakistan?

Everyone who is a citizen of Pakistan, enrolled as a voter in any electoral roll, is 25 years of age or above (30 years in the Senate), is of good character and has not been convicted of a crime can stand in the elections and become a member of the National Assembly or a Provincial Assembly if he/she obtains the necessary votes.

> **Activity:**
> - Make an inquiry to find out the problems women face in casting their votes and contesting the elections. Suggest five things that can be done to deal with these problems.

The Election Commission of Pakistan (ECP)

The Election Commission of Pakistan is an independent body whose task is to organize and conduct free, fair and transparent elections to the National Assembly, Senate, Provincial Assemblies, and Local Government Institutions. The Election Commission consists of the Chief Election Commissioner (CEC) as Chairman and four Members appointed on the recommendation of a Parliamentary Committee comprising equal members from the Government and the Opposition. The CEC has to be a serving or a former judge of the Supreme Court or of a High Court eligible for appointment as Chief Election Commissioner. The Members of the Election Commission have to be former judges of the High Courts, one from each province.

In order to organize and conduct elections honestly, justly and fairly, the Election Commission is supported by its Secretariat and the countrywide network of offices led by the Secretary ECP.

Function of the Election Commission of Pakistan (ECP)

The functions of the ECP are to organize and conduct elections honestly, justly, fairly and transparently in accordance with law; preparing and maintaining credible electoral rolls; delimiting constituencies in a transparent manner; encouraging informed voter's participation; managing electoral processes diligently; employing modern electoral technologies; ensuring inclusiveness; consolidating constructive relationships with all stakeholders; and continuing electoral reforms in Pakistan

> **Activity:**
> - Identify the role of the Provincial Election Commissioner.

Political Parties

Political parties are associations of like-minded individuals who come together to promote public policy based on a set of ideas and values. Political parties propose actions (policies) regarding public issues, problems and concerns. Political parties are organizations that seek to gain and exercise political power through elections.

Role of Political Parties

Political parties play an important role in a democracy; some of their roles are mentioned below:

- **Aggregate Public Opinion** by expressing their views on public issues help to bring different individuals and groups who share that view together.
- **Recruit Political Leaders** by offering people opportunities to hold public office.
- **Nominate Candidates** for election to public office.
- **Conduct Election Campaigns** that show the programs they have to address public issues, problems and concerns.
- **Control the Executive Branch of Government** through elected officials.
- **Provide Members With a Feeling of Belonging** to those who are like-minded.

Political parties play a very important role in the conduct of elections, in Pakistan some of the roles they play are as follows:

- Help the electorate to get their Computerized National Identity Cards.
- Help electorate to get enrolled in the electoral rolls.
- Provide party tickets to candidates of their choice.
- Educate the electorate about the party's position on public issues, problems and concerns as given in the manifesto and its commitment to address them should they win.
- Motivate the electorate to cast their vote in favour of their party candidate.
- Get voters out to vote on Election Day; providing transport to the voters if needed.
- Depute polling agents at polling stations on Election Day to facilitate voters in casting their votes.

Role of Media in Elections

The press, radio, television, and the internet all play an important role in democracy. They have two main roles: to keep the public informed about public issues, problems and concerns so that the public can judge the government's performance and to watch those in power and report their actions to the public so that the public can choose public officials and political parties at the time of elections.

If the media is to 'watch' the conduct of public affairs proceedings such as those of law making in the legislature, court proceeding and other hearings such be 'open' to the public. Along with transparency (open to the public), the media must be independent, that is, free of government control, threat or manipulation), and plural, that it a variety of views should be presented.

During elections, the media plays the following roles:

- Provide reporting and visual coverage of the candidates from all political parties in an objective and impartial manner.
- Provide information about the candidate's own and their political party's position on various public issues, problems and concerns.
- Ask tough questions about public issues in interviews with candidates.
- Hold and cover debates between candidates of various political parties.
- Report results of elections in a timely manner.

Active Citizenship

Active citizenship means people getting involved in their local communities and democracy at all levels, from towns to cities to the country. Active citizenship can be as small as a campaign to clean up your street or as big as educating young people about democratic values, skills and participation. Active citizenship is one of the most important steps towards a healthy democracy especially in Pakistan.

Ways Citizens Can Participate in Public Life

There are many ways in which citizens can participate in improving their society and creating a healthy democracy:

- Becoming informed about the village, town or city one lives in by reading the newspapers, listening to the radio, watching television or finding out information on the internet.
- Writing letters to your MPA, MNA or the newspaper.
- Becoming a member of or starting a Community Based Organization (CBO) to work to improve the community.

- Keeping your community clean and green.
- Obeying the law.
- Signing a petition aimed at getting responsible people to take action.
- Demonstrating peacefully through marches, boycotts, sit-ins or other forms of protest.
- Serving the country through military or other service.

An important role of citizens in public life is playing an active role during elections. There are many ways in which citizens can participate in elections some of which are given below:

- Vote in local, provincial, and national elections.
- Become a member of a political party.
- Stand for public office.
- Support the campaign of a candidate by making a financial contribution to the party or volunteering time in the campaign office.
- Bring out voters to vote on Election Day.
- Act as an observer of elections on Election Day.

SUMMARY

Elections are essential to democracy as it is through elections that the people choose candidates to represent them and to hold public office. Elections are important because they help us choose our leaders, change our leaders, provide us an opportunity to participate in the political process and educate us. The Election Commission of Pakistan plays an important role in the organization and conduct of free, fair and transparent elections. Political parties are associations of like-minded individuals who propose actions (policies) regarding public issues, problems and concerns. They seek to gain and exercise political power through elections. Their role in elections is to help the electorate to get their CNICs and get enrolled in the electoral rolls, provide party tickets to candidates of their choice, educate and motivate the electorate to vote for their party candidate and facilitate them on Election Day. The media has a key role to play in elections by keeping the public informed about candidates and political party's positions on public issues and by reporting the results of elections in a timely manner. Citizens have a very important role to play in helping to create and sustain a democratic society. They can participate actively by keeping themselves informed about public issues and working with others to address them. During elections, their most important role is to vote for their representatives.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. In Pakistan, general elections are held after every_______ years.

ii. The age of the voter in Pakistan is _________years.

iii. The minimum age of the representatives in Pakistan is _______ years.

iv. The body which is responsible for conducting the elections in the country is called______________________.

2. Make a Table to show the role of the Election Commission, Political parties, the media and citizens in elections.

3. Answer the Following Questions

i. Define the term 'election', 'electorate' and 'representative'.

ii. List the way citizens can participate in improving their society.

B. Conduct an Inquiry

1. Make an inquiry to find out who is the MPA and MNA from the area in which you live. Find out which political party they belong to. Find out what is the position of their political party on education. If the political party is in power, do you think it is doing what it promised to promote education in Pakistan or in Sindh?

C. Cooperate With Others

1. Conduct elections for the monitor of your class. Nominate three students. Have these students developed a manifesto stating what they will do for the students in the class. Have them present their manifesto and campaign to convince students to vote for them. Hold the elections, count the votes and declare the winner.

END OF UNIT EXERCISE

A. Check Your Knowledge and Understanding

1. Match the Public Office Given in Column A With Role (s) Official in Column B

Column A	Column B
Chairman of the Senate	Plays ceremonial role in state occasions and foreign visits and sign treaties and legislation.
President of Pakistan	Is a leader of the house (NA).
Prime Minister of Pakistan	Acts as the President when the President is out of the country.

B. Use Your Inquiry /Investigation Skills

1. Find out the members of National and Provincial Assemblies elected from your district during the general elections of 2013.
2. Find out the names of provincial and federal ministers belonging to your district.

C. Communicate With Others

1. Make a group and discuss the powers of the Supreme Court including the power of reviewing laws passed by Parliament.

D. Cooperate With Others

1. Arrange a focus group discussion and engage the students in debate about foreign policy issue i-e deteriorating relations between India and Pakistan due to the acts of violence in Kashmir by India.

E. Be Creative

1. Develop an online procedure for complaining about the ineffective delivery of service provided by Local Government.

F. Become Technologically Smart

1. Share your idea of online procedure on Facebook and get positive feedback from your friends.

G. Take an Action for the Common Good

1. Write a letter to the editor of the newspaper and highlight the shortage of drinking water in your area.

Unit 4

THE MEDIA

Unit Student Learning Outcomes (SLOs)

- Define the term 'media'.
- Identify the various media forms.
- Describe the role of the media (print, electronic, social) in raising awareness about political, social and economic issues of importance to the public.
- Explain how media contributes to the provision of the rights of information and freedom of expression in a society.
- Describe the importance of a free and independent media.
- Identify the factors which lead governments to restrict media independence.
- Describe how the media serve as a watchdog of the government.
- Identify and describe the function of the government bodies that regulate the electronic and print media.
- Identify a local issue raised in a newspaper or TV and write a letter to the editor suggesting for the government to act on it.
- Identify those aspects of the media that need improvement.
- Identify how the media can help educate the public.
- Define with examples the terms bias, stereotyping and propaganda.
- Identify the advantages and disadvantages of social media.
- Identify how the internet serves as a source of information.
- Inquire how the internet (including social media) can be used to create bias, stereotype different groups, encourages cyber bullying and suggest ways that could be used to prevent.
- Identify examples of bias, stereotyping and propaganda in the print and electronic media.
- Identify facts and opinion in news articles.
- Identify bias in an advertisement and suggest how it could be made fair.
- Identify how advertisements stereotype men and women.

Introduction to the Unit

Communicating with large number of people is called media. The media plays a very important role in raising awareness about social, political and economic issues of public importance. In a democratic country, the media plays the role in highlighting issues and needs of people. It keeps an eye on the actions of the government. Sometimes, the media is criticized for being a tool of propaganda. The media, however, need to be free from biases and it should inform report, discuss and analyze the issues objectively. We also need to become media literate. The aim of this unit is to make us more knowledgeable and skillful consumers of media.

CHAPTER 1: THE MEDIA: FORMS AND ROLES

SLOs

- Define the term 'media'.
- Identify the various media forms.
- Describe the role of the media (print, electronic, social) in raising awareness about political, social and economic issues of importance to the public.
- Explain how media contributes to the provision of the rights of information and freedom of expression in a society.
- Identify how the media can help educate the public.
- Identify the advantages and disadvantages of social media.
- Identify how the internet serves as a source of information.

Introduction

This chapter focuses on the analysis of the role played by the media. The communication channels through which news and information, entertainment, education, or promotional messages are spread is called mass media. Media includes every broadcasting (spread a message over a wide area without a target audience) and narrow-casting (spread a message over a small area to a specific target group) medium such as newspapers, TV, radio, magazines, billboards, direct mail, phones, and the internet.

Forms of Media

There are many forms of Media:

- **Print Media:** Communication delivered via paper or canvas is called print media. Examples of print media are newspapers, books, magazines and pamphlets.

- **Electronic Media:** Communications delivered electronically is called electronic media, such as, radio and television.

- **Digital Media:** Media that are encoded in a machine-readable format. Digital media can be created, viewed, distributed, modified and preserved on computers. Examples are email, websites, blogs, and internet based radio and television.

- **Social Media:** Communications through social interaction is called social media. The internet and mobile phone technologies allow users to create, share or exchange information, ideas, pictures and videos. Some prominent examples of social media are Skype, Twitter, LinkedIn, Google and YouTube.

Activity:

- Write down the features of print, electronic, digital and social media.

The Role of Media

The media perform following functions:

News and Information: It is the media that provide us with the latest news and information about events and issues in country and around the world. It keeps us up to-date on current affairs and on social, economic and political issues. It informs us about weather conditions and impending natural disasters so that we can take adequate precautions.

The media does not just present information. It also identifies important issues and points, putting them in a context so that the average reader and listener can make sense of it. The provision of information by the media in this way enables us to form opinions and make judgments regarding what we see and hear.

Education: The reach of the media is so extensive and huge, it can be used to educate people at very little cost. You can think of the media as a digital teacher, teaching thousands of students at the same time. The media offer educational programmes for children to learn the alphabet

and number as well as about their world. Programmes on science and technology, medicine and politics serve to educate adults. Special educational programmes in different languages are delivered on radio and television for special groups of people on topics of importance to them. The internet today plays a very important educational role. It facilitates people of all ages to educate themselves on almost any topic.

Raising Awareness: A very important role of the media is to raise the awareness of people about the important social, political and economic issues. It does this by providing information about social, political and economic issues and suggests ways to address them. Many social issues are brought to the awareness of the people through the media and the people then act on suggestions provided to address them. The media also provides details of all major political situations, decisions and scenarios. Hence, people can better understand their rights and make better decisions. Through raising awareness, the media help, build and improve society.

Entertainment: The media is a source of entertainment for the people. There are audio (radio), Video (TV, cinemas) and Print medias (magazines, newspapers, sports, cooking etc). The Media spend most of their resources on developing programmes to entertain (children, males and females) as a viewers, listeners and readers. However, the growing population and differences in entertainment choices, the demand for more and varied entertainment are increasing day by day. We now have the national media and the commercial media that offer different entertainment programmes to all.

Public Announcements: Various authorities and agencies use the media to spread informative messages in public. This may include warning against a storm or epidemic and delay in arrival or departure of flights and trains. In addition to these messages, the media also keep aware people about the dangerous effects of smoking and prevention of viral diseases including dengue. In some cases, for instance, it is legally binding to publish notices in newspaper like change in name, tenders and change of property ownership. In the chapter on elections, we have learned the role of media in promoting democracy and sharing update information on the campaigning process and election results.

Advertising: The media plays a very important role in advertising goods and services. Almost all business concerns use the media to sell their products. They spend huge amounts of money to advertise their product in the media. Through advertising, they create demand for their products. Advertisements encourage consumers to buy the advertised product. Thus, advertisement is the main source of income for the media.

Expression of Views: In the past, readers and listeners had few opportunities to express their views and opinions on the news presented in the media. Today, they have many more opportunities. Newspapers have had the letters to the editor sections, but now their online versions allow readers to share their views by commenting on news items. Programmes on radio and television are designed so as to encourage viewers to share their views. The internet allows readers and listeners to create and share their own ideas as well as to share their views and opinions on news.

SUMMARY

The communication channels through which news and information, entertainment, education, or promotional messages are spread is called media. There are four forms of media: print media, electronic media, digital media and social media. The media has many roles to play. The most important role is to keep the public informed through providing news and information. The media also serve to raise awareness and educate the public, provide entertainment and make public announcements. The presentation of information and the opportunity for viewers and listeners to share their views promotes the right of freedom of speech and expression.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The different channels used to communicate with others are called ______________________.

ii. The use of electronic communication channels to communicate with others is called______________.

iii. The main source of income for media houses comes from ________.

iv. The message encoded via a machine readable format is called_________.

v. The communication delivered in a paper format is called________ .

vi. The interaction among people by use of internet and telephone technologies is called______________.

2. Make a Table listing the different roles of the media.

3. Answer the Following Questions

i. Define the term media with examples.

ii. Describe the different forms of media.

iii. Describe how the internet performs the roles of the media.

iv. Identify a social, political and economic issues being discussed in the media.

v. Explain the role of media in raising awareness about these issues.

vi. From your own experiences, share how the media help educate the people through public service messages.

B. Use Your Inquiry/Investigation Skills

1. Find out the different kinds of social media and their uses. Identify three advantages and three disadvantages of social media.
2. Develop a public service message on any current social evil or disease and display in the class or school.

C. Cooperate With Others

1. Work together in a small group of four to make the inquiry on section B.

CHAPTER 2: THE MEDIA IN A DEMOCRATIC SOCIETY

SLOs

- Describe the importance of media in a democratic society.
- List the contributions of the media in promoting democracy in Pakistan.
- Describe the importance of a free and independent media.
- Identify the factors which lead governments to restrict media independence.
- Describe how the media serve as a watchdog over the policies of the government.
- Identify and describe the function of the government bodies that regulate the electronic and print media.
- Identify a local issue raised in newspapers or on TV and write a letter to the editor suggesting measures for the solution of the problem.

Introduction

We have learnt that democracy is rule by the people or self-government. We have also learnt that the main task of democratic government is to protect the rights, interests and welfare of the people. One of the functions of the media in a democracy is to promote and protect the rights of citizens, especially the right to freedom of speech and expression and the right to information, etc.

> "Article 19: Every citizen shall have the right to freedom of speech and expression, and there shall be freedom of the press, subject to any reasonable restrictions imposed by law in the interest of the glory of Islam or the integrity, security or defense of Pakistan or any part thereof, friendly relations with foreign States, public order, decency or morality, or in relation to contempt of court, [commission of] or incitement to an offence."
>
> "Article 19(A): Right to information: Every citizen shall have the right to have access to information in all matters of public importance subject to regulation and reasonable restrictions imposed by law".
>
> The Constitution of Islamic Republic of Pakistan 1973, Chapter 2.

We have further learnt that in modern representative democracies, people cannot participate directly in government so they choose from

among their people to represent them. The task of the media is to be a watchdog. This means that the media must keep a watch on the public officials in power and accurately report their actions to the public. Thus, through the media, the people are able to 'see' the role of the public officials (their representatives) in the conduct of public affairs and make judgments about them. Judgments about the performance of public officials help the people in choosing public officials and political parties in the upcoming elections.

Media can promote the freedom of speech and expression. It provides citizens information so that they can make responsible and informed choices. Through media, people can be able to ensure that the elected representative uphold their oath of office. People also have the right to complain against any TV channel that violates citizen's rights or promotes bias.

Transparency in Public Affairs

If the public is to be informed about the conduct of public affairs, the affairs of all the branches of government, the legislative, the executive and the judiciary must be conducted in a transparent manner. This means, that law-making processes and court proceeding should be open to the public. It also means that the public should have the right to information, that is, the public can request information from public officials about public matters.

Do you know?
Not only taking a bribe but also giving a bribe **is corruption**.

Free and Independent Media

For the media to perform its function to watch over public affairs and to expose poor public policy decision, incompetent administration and corruption which is noticeable in almost all affairs of public dealings. The media must be free and independent, so that it can highlight

Say No to Corruption

corruption and mobilize authorities to take action. A free and independent media means that the media, such as radio, television, newspapers or the internet, is free of government control (with few exceptions, especially for national security and harm to children), threat or manipulation. It also means that laws must protect the freedom of the media so that it can serve as a public watchdog without fear of punishment.

Responsible Citizenship

Citizens in a democracy have the following responsibilities with respect to the media:

- Use the media to inform themselves about public affairs.
- Use multiple sources of information to obtain a full and balanced view.
- Express their views and opinions on social, political and economic issues being discussed in the media.
- Raise voices against the attempts to stifle or threaten media.

Limitations on Freedom of Expression

Most expressions are harmless and are protected under the right of freedom of expression guaranteed under the constitution. However, seeking, receiving and imparting information and ideas such as incitement to violence and murder would not be tolerated by anyone. Thus, there are a few limitations to freedom of expression which are permitted under the constitution (See limitations to freedom of expression in Pakistan mentioned in Article 19 of the constitution).

Media Regulation

In order to ensure the media acts in accordance with the law, the government of Pakistan has set up the Pakistan Press, Newspapers, News Agencies and Books Registration Ordinance (PNNABRO) in 2002 to regulate the print media and The Pakistan Electronic Media Regulatory Authority (PEMRA) in 2002 to regulate the electronic media. The main function of Pakistan Press, Newspapers, News Agencies and Books Registration Ordinance (PNNABRO) is to ensure all print material is in accordance with the laws of Pakistan.

The main functions of PEMRA are to:

- Improve the standards of information, education and entertainment.
- Enlarge the choice available to the people of Pakistan in the media for news, current affairs, science and technology, music, sports, and drama etc.
- Facilitate the devolution of responsibility and power to the grass-roots by improving the access of the people to the mass media at the local and community level.
- Ensure accountability, transparency and good governance by optimizing the free flow of information.

SUMMARY

Media play a crucial role in shaping a healthy democracy. Democracy requires that citizens have the right to freedom of expression and freedom of information. The Media informs the public about the conduct of public affairs by public officials so that they can make informed and responsible choices when choosing public officials and political parties in the upcoming elections. The free and independent media also expose poor policy decision and inefficiency and corruption in the administration which helps government to take action to improve. Citizens must use multiple sources to obtain information about public affairs and must act to keep the media free and independent. Most expression is harmless and is protected under the right of freedom of expression, but there are limitations on seeking, receiving and imparting information and ideas that might endanger national security, public order or may encourage people to commit an offence. The media is regulated through government bodies to ensure whether media follow the law.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The media helps to promote and protect the rights to ____________________and ______________________.

ii. When the media reports on the actions of public officials, it is playing the role of a ______________________.

iii. Freedom of information helps citizens to make informed choices when choosing to_____________ for public officials in the upcoming elections.

iv. The media must be _______________ and _______________ if it is to play the role of watchdog.

2. Answer the Following Questions

i. What is the importance of the Media in a democratic society?

ii. How do the media promote the rights of freedom of expression and freedom of Information?

iii. Why media should be free and independent?

iv. What limitations does the Constitution of Pakistan place on the right to freedom of expression?

v. List the functions of PEMRA.

B. Use Your Inquiry/Investigation Skills

1. Watch a news programme or a talk show on television and identify the programme which serves to keep citizens informed about the government.

C. Cooperate With Others

1. Working together with your parents, list the contributions of the media in promoting democracy in Pakistan. Give at least one example in support of each contribution.

CHAPTER 3: IMPERFECTIONS OF THE MEDIA

SLOs

- Define with examples the terms bias, stereotyping and propaganda.
- Identify examples of bias, stereotyping and propaganda in the print and electronic media.
- Inquire how the internet (including social media) can be used to create bias, stereotype different groups, encourage cyber bullying and suggest ways that could be used to prevent.
- Identify facts and opinion in news articles.
- Identify bias in an advertisement and suggest how it could be made fair.
- Identify how advertisements stereotype men and women.
- Identify those aspects of the media that need improvement.

Introduction

We are all influenced by other individuals and groups (pressure group). The mass media, television, radio, newspapers, magazines and books, both inform and influence us. The information we receive can be accurate and/or misleading. We need to be aware that what is printed, broadcasted, telecast or put on the internet may be accurate and/or misleading. Therefore, while reading the newspaper, listening to the radio, watching television or accessing information from the internet, we should not jump to conclusions, but first find out more and then use our critical thinking skills to decide what to believe and to work out our own views and opinions.

There are many ways used by the media to provide inaccurate and misleading information. Below you will learn some of the ways and how to detect them so that you can decide what to believe and what to do:

Fact and Opinion

A fact is a statement about something that really happened or something you can prove. Facts can be directly observed or can be checked and are backed up by evidence. For example, “Quaid-i-Azam Mohammad Ali Jinnah died on September 11, 1948 can be verified from newspaper reports and death certificate”.

An opinion is a general statement indicating a belief, view or judgment about something in the past, present or future which cannot be fully proven to be true. An opinion is not based on evidence that can be checked. For example, 'My mother is the best cook in the world' is an opinion as there is no evidence by which it can be checked.

When providing news and information, the media must present the facts. Sometimes, however, the media presents opinions as it they are facts, which is unfair way. It is, for this reason that every person must know how to distinguish between facts and opinions.

Activity:

- Read a news article in the newspaper and identify the facts and opinions in it. Near each sentence that is a fact and has evidence or is universal truth write, 'F' and near each sentence that has no evidence or is a believe or view of an individual write 'O'.

Exploring Media Bias

Bias is a tendency to favour one person, group, thing or point of view over another, often in an unfair way. The one way of media bias is the bias of news reporters. The selection and coverage of news stories is another way of being biased against some person or group. It occurs when a media outlet (newspaper, radio, TV station) chooses only to report some news stories, but not others and when a news story is covered in a partial manner or seems to push one viewpoint ignoring the others.

How to Detect Bias?

You can detect various forms of bias in the media by asking yourself the following questions:

- **Bias by Omission**: Ask whose point of view is presented? Is the point of view of one side promoted or the point of view of all the affected shared?
- **Bias by Selection of Story**: Are stories about one side of an issue being presented again and again?
- **Bias by Selection of Sources**: Ask who are the sources? When a reporter uses such phrases as "officials say", "Experts believe," or "most people agree" we do not know who the source is? and what are their personal views or position on the item?
- **Bias by Labeling**: How are the people on both sides of an issue

labeled? Is one side given extreme labels and the other mild or left unlabeled? Is one side positively labeled and the other side negatively labeled?

- **Bias by Placement**: Are important stories featured prominently? Look at where stories appear. Important stories should be featured in newspapers on the most widely read pages (the front and editorial pages) and lead stories at the beginning of television and radio programmes.
- **Bias by Spin**: Many news stories do not reflect a particular spin, this bias is observed when a story has only one interpretation of an event or policy. It is mostly because of reporter's subjective comments about the facts.
- **Urban Bias:** Media has a tendency to present more urban culture, although our country is more rural, which has a rich culture and has a lot of moral and social practices to promote. The trend is slowly changing, but this needs more thinking and resource allocation.

Activities:

- Read the newspaper or magazine to identify the biases in the news stories covered.
- Listen to the radio or watch television and identify the biases in the stories.

Stereotyping

A stereotype is a generalization, that is too simple, usually exaggerated and often offensive; used to describe a group based on their appearance, behaviour or beliefs. Usually all members of the group are described as such without regard for individual differences. For example, "All Africans are lazy and unreliable "or "Football players are stupid."

The Media creates new stereotypes and reinforces stereotypes already existing in a culture. Some common stereotypes are as follows:

Gender Stereotyping: There are some common stereotypes of men and women, such as: Men are the "bread winners", that is, they earn the money. Women are "housewives", they stay at home. Men are the "backbone" that is they are strong and do all the work. Women are "dumb" that is they are not as smart as men.

Stereotyping Based on Race: In our country, One of the more common stereotypes surround the race is that, "A" community is feudalist and

illiterate than “B” community or the people who belong to “A” region are conservative than “B” region. Another example is that Black women are stereotyped negatively as the mammy (big, mean, loud mother figure) and black man as the buck (savage, ruthless, brute). They are stereotyped positively as good at sports and at singing.

Cultural Stereotyping: Stereotypes also exist about cultures or countries as a whole. For example, “All Asians like to eat rice”, “Christians are judgmental”, “Girls are not good at sports”, “Career oriented Pakistani men are the best husbands”.

Ethnic Stereotyping: Stereotypes based on ethnicity in our country present the character and qualities of the one group higher and superior than the character and qualities of the other groups. For example “A” ethnic group is more intelligent, hard worker and loyal to country and religious than the group “B”.

> **Activity:**
> - List the gender stereotypes promoted by the media in Pakistan. Give examples from television dramas and advertisements.
> - Watch the news on any three channels and compare their presentation styles.

What is Propaganda

Propaganda is the systematic effort to spread opinions or beliefs, often by distortion and deception. Propaganda is used to influence the attitude of a population with the purpose of helping or injuring a cause, a point of view or a person.

The biased and distorted information is often achieved by presenting incorrect information or presenting some facts and leaving out the others so as to encourage a particular way of thinking. Sometimes loaded messages are used to produce an emotional rather than a rational response to the information presented.

Common Propaganda Techniques

There are many propaganda techniques, but only eight commonly used ones are described below:

- **Card Stacking:** Presents the good or unique factors or presents the worst possible case.
- **Name-Calling:** Uses negative words to describe or label someone or something.
- **Bandwagon:** Claims "Everyone" has one. "Everyone" is doing it! etc.
- **Appeal to Emotion:** Uses information to arouse feelings.
- **Transfer:** Carries the authority or prestige of something respected over to something else in order to make it respected as well. This may involve the use of symbols to accomplish a purpose for which they were not intended.
- **Glittering Generalities:** Describes something or someone in extremely positive terms.
- **Testimonial:** Uses a famous and/or popular person to say that the idea is good.
- **Plain Folks:** Uses an ordinary person, who uses ordinary language and mannerisms to reach the audience and identify with their point of view.

Activity:

- Watch television or listen to the radio and identify the use of each of the propaganda techniques mentioned above.
- Read the newspaper/ magazine and identify the use of each of the propaganda techniques mentioned above.

SUMMARY

The news and information provided by the media may be inaccurate or misleading. Inaccurate and misleading information is often provided not to inform but to influence us. There are many ways in which inaccurate and misleading information is provided by media. Bias is a tendency to favour one person, group, thing or point of view over another. Stereotyping is a judgment about individual, group or a race without knowing individual, group or a race properly. Propaganda is the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The media often seek not only to inform, but also to __________ us.

ii. A fact can be ____________________.

iii. The tendency to favour one person, group or view-point over another is called ___________.

iv. The technique of using information to arouse feelings is called______________.

v. When all women or all men are said to behave in a certain way, this is an example of __________________.

2. Make a Table in column A, list the strategies used to provide incorrect or misleading information, in column B write the definition, and in column C give an example.

3. Answer the Following Questions

i. Why is it important to be able to differentiate fact from opinion?

ii. List the various forms of bias in the media and give an example of each.

iii. Define the term 'stereotyping and its forms in Sindh.

iv. Give three example of how women are stereotyped in Sindh.

v. What is propaganda? How can it serve to help or harm a cause?

vi. List the propaganda techniques and give an example of each.

B. Use Your Inquiry/Investigation Skills

1. The main aim of advertising is to motivate people to buy the product advertised. To do this, advertisements only shows one side, the good side. Identify the biases in at least four advertisements appeared in the magazine.

C. Cooperate With Others

1. Work in a small group and conduct an inquiry as directed in part B. Each of you should choose an advertisement and identify the biases in the advertisement. Work together and identify the requirements for making a fair advertisement.

END OF UNIT EXERCISE

A. Check Your Knowledge And Understanding

1. Match the Words in Column A to Their Definitions in Column B

COLUMN A	COLUMN B
Bias	Communication channels through which news and information, entertainment and education are spread.
Fact	Communication through social interaction.
Media	A statement about something that really happened and can be checked.
Propaganda	A tendency to favor one person, group or viewpoint over another, often in an unfair way.
Social Media	A systematic effort to spread opinions or beliefs, often by distortion and deception.

2. Answer the Following Questions

i. What is the role of the media in society?

ii. How do the media promote the rights to freedom of expression and freedom of information?

iii. Why is it important to be aware of the ways the media can present inaccurate or misleading information?

B. Use Your Inquiry/Investigation Skills

1. Interview media persons to find out in which media they are working? Does it promote democracy in Pakistan?

C. Communicate With Others

1. Write a news report on an event in your school. Add a photograph with caption.

D. Cooperate With Others

1. Develop an advertisement about selling chocolate/biscuits. One of you should perform as a seller and other should record it on a mobile phone and upload it on the internet.

E. Be Creative

1. Working in a pair together with a colleague, design an advertisement for TV. You should make a draw the product you want to advertise, give it a name and prepare a jingle that you will sing to sell your product.

F. Become Technologically Smart

1. Send the news report, written as a part of "Section C: communication with others" to the Principal, your teacher and classmates as an attachment to an email.

G. Take an Action for the Common Good

1. Teach someone in your family the different ways in which inaccurate and misleading information is presented in the media. Use lots of examples to help them to understand.

Unit 5

LAND AND PEOPLE OF SOUTH ASIA

Unit Student Learning Outcomes (SLOs)

- Locate South Asia (SA) on the map of Asia.
- Locate the different countries of South Asia on a map.
- Define the term region.
- Describe the characteristics (human and physical) that make South Asia a region.
- Locate the different landforms of South Asia (e.g., mountains, plateaus, plains, deserts, rivers, islands, peninsula and coastal areas) on a map.
- List the importance of mountains.
- Describe how mountains are formed (fold, fault-block, dome, volcanic).
- Name the major mountains and their location in South Asia.
- Describe the vegetation and animal life in the mountains.
- Describe the ways the people make use of the mountains (eg. generating power, extracting minerals, farming, recreation).
- Examine the ways people make use of plains (e.g. agriculture, grazing livestock, and recreation).

Introduction to the Unit

This unit will introduce you to the land and the people of South Asia. You will learn about the countries that are a part of the South Asia and why we call South Asia a region. You will also learn about the landforms of South Asia, i.e. the main mountains, plains, plateaus and hills of South Asia and the people that live here. Through this unit, you will learn how landforms affect people's lives and their activities, work, occupations. You will also learn about the main economic activities of people living in this region.

CHAPTER 1: THE REGION OF SOUTH ASIA

SLOs

- Locate South Asia on the map of Asia.
- Locate the different countries of South Asia on a map.
- Define the term region.
- Describe the characteristics (human and physical) that make South Asia a region.

Introduction

In this chapter, you will study about the location of different countries of South Asia. You will also study about physical and cultural features of South Asian region.

South Asia

We live on the Continent of Asia. Asia is the largest Continent of the world both in area and population. In area, it is one-third (1/3) of the land of the world. Approximately, sixty percent (60%) of the world's population lives on this Continent.

Political Map of Asia

Source: www.google.com

Look at the map of Asia. Pakistan lies in the south of the Continent of Asia. It lies in the region known as South Asia. Eight countries comprise the region. They are Afghanistan (included since 2006), Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka.

Activity:

- Locate the countries that form the region of South Asia on a map.

Regions

A region is an area of land that has common features. A region can be defined by physical features or human characteristics. Examples of physical features are mountains, forests, wildlife or and climate. Examples of human characteristics are language, form of government, or religion.

The region is the basic unit of geography. For instance, the Middle East is considered a political, environmental, and religious region that includes parts of Asia and Africa. The region has a hot, dry climate. Although, the styles of government are varied (democracy in Pakistan, monarchy in Saudi Arabia), almost all of them have strong ties to religion. The region is where three of the world's major religions were founded: Christianity, Judaism and Islam.

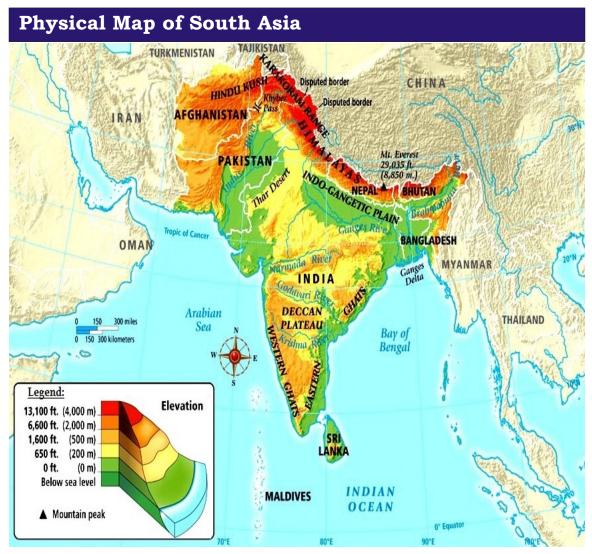
South Asian Region

The eight countries that comprise the region of South Asia share many similar characteristics.

The Land

If you look at the physical map of South Asia, you will notice that to the North, North-West and North-East, the land of South Asia is surrounded by mountain ranges. The mountain ranges separate it from the rest of the Continent of Asia. Moreover, you will notice that most of India which is a very large peninsula (land surrounded on three sides by water) sticks out into the Indian Ocean. To the South of Bangladesh is the Bay of Bengal and to the South of Pakistan the Arabian Sea.

The island of Sri Lanka which lies 35 km South of India and the islands of the Maldives which lie further South West are close to this large land mass and since they share some physical and cultural features with the other people of this region, these islands are also included in South Asia.

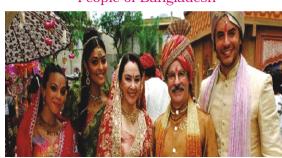
Physical Map of South Asia

Source: www.google.com

The People of South Asia

South Asia is a very densely populated region. Most South Asians generally share similar physical characteristics, but there are some differences in the North-West and South-East in colour of skin, colour of hair and colour of eyes.

People of Pakistan

People of Bangladesh

People of Nepal

People of India

People of Bhutan

People of Sri Lanka

People of Maldives

People of Afghanistan

Common History

The people of South Asia also share a common history. All the countries of South Asia with the exception of Afghanistan, Nepal and Bhutan were under British rule until 1947.

SUMMARY

The countries such as Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka form the region known as South Asia. They form a region because physically they are separated from the rest of the Continent of Asia by mountain ranges. In addition, the people share similar physical traits and they share a common history.

END OF THE CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The region of South Asia comprises ______________countries.

ii. An area of land that shares common features is called a _____.

iii. The North, North-West and North-East of South Asia are surrounded by ______________.

iv. To the South of Pakistan lies the _______________________.

v. South Asia is a region because it shares the following characteristics: _________, ____________, and ________________.

2. Make a Table list the countries of South Asia in one column; list their land forms, common features of the people, the climate, their history, form of government. Then underline the similarities.

3. Answer the Following Questions

i. Define the term region.

ii. Name the countries that are part of the South Asian region.

iii. Describe the characteristics that make South Asia a region.

B. Use Your Inquiry/Investigation Skills

1. Find out about the landforms, climate, people, history and form of government in each of the countries of South Asia. Use the information gathered to prepare the table.

C. Cooperate With Others

1. Work together in small groups to investigate about the land forms.

CHAPTER 2: THE LAND OF SOUTH ASIA

SLOs

- Locate the different land-forms of South Asia (e.g. mountains, plateaus, plains, deserts, rivers, islands, peninsula and coastal areas) on a map.
- List the importance of mountains.
- Describe how mountains are formed (fold, fault-block, dome, volcanic).
- Name the major mountains and their location in South Asia.
- Describe the vegetation and animal life in the mountains.
- Describe the ways the people make use of mountains (eg. generating power, extracting minerals, farming, recreation).
- Examine the ways people make use of plains (e.g. agriculture, grazing livestock and recreation)

Introduction

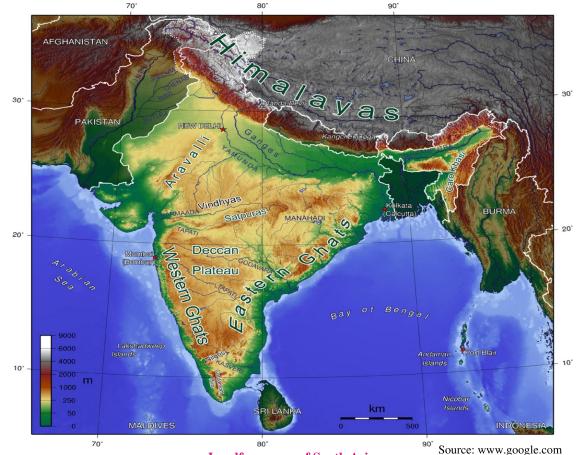
This chapter focuses on the different land-forms of South Asia. It also highlights the importance of the mountains of South Asia. The chapter also deals with the study of the plains, vegetation and animal life in the mountains of South Asia.

The land

The surface of the Earth is not the same all over. It varies from place to place. Some places are vast plains, while others are high mountains. The word 'land-forms' refers to land that has different shapes and is of different heights on the Earth's surface. There are many types of land-forms on the Earth's surface.

Look at a land-form map of South Asia. You can see that the surface of the Earth in South Asia varies from place to place and is divided into three regions: mountains, plateaus and plains.

Landform map of South Asia

Source: www.google.com

How Land-forms are formed

Scientists believe that land-forms are formed by two processes: movement of the Earth's crust and erosion (the wearing away of surface soil or rock by wind, water or other natural agents) or deposition (the process in which eroded soil or rock is added to the land).

Activity:

- Look at the land-form map of South Asia and name the land-forms on it.

How Mountains are formed?

In class 4, you have learnt that the Earth is made of three layers: the core, the mantle and the crust. The crust is made up of rock broken into several large, separate pieces, which are called plates. Some plates move towards each other, while others move away from each other. When the plates move away from each other or move towards each other they cause the formation of mountains.

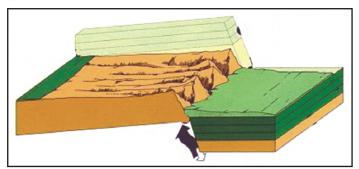
When the plates move towards each other they collide. The Earth's crust between the plates is pushed upwards. This causes the layers or rock in the Earth's crust to fold or fault forming mountains. When the plates move away from each other, some molten rock rises up and flows through the crack on the Earth's surface. Over time a volcano may form.

Fold Mountains

Often when the plates move towards each other, the layers of rocks in the Earth's crust are pushed together. The layers of rock band in up folds and down the folds. As a result Fold Mountains are formed.

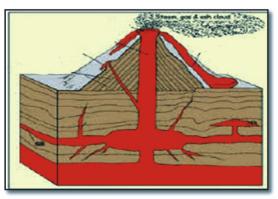
COLLSION PLATE BOUNDARY
Continental Crust
Continental Crust
Fold Mountains produced by upthrust on collision

Fault-Block or Block Mountains

Sometimes, when the plates move towards each other, they do not fold but crack. Such cracks are called faults. Sometimes, there is movement along the deep cracks or faults in the crust of the earth.

The formation of Block Mountains

This causes the rock on one side of the faults to move up or move down in great blocks. The blocks that move up appear as mountains and the blocks that move down from the valley.

Volcanic Mountains

The plates sometimes move away from each other. As a result, cracks or faults form in the crust. Magma, which is hot, molten rock from the mantle, comes to the Earth's surface through the crack or fault. When it reaches the surface, this molten rock is called lava. When lava flows on the Earth's surface, it cools and hardens as a

The formation of volcanic mountains

layer around the opening created at the crack or fault. The eruption of lava is the first stage in the formation of a volcano. Further eruptions of lava may build up causing a cone-shaped mountain called a volcano or a plateau. The Deccan plateau (India) is a plateau formed in this way.

The Mountain Ranges of South Asia

The Mountain Ranges in South Asia consist of the Himalayas, Karakoram, and the Hindukush ranges. All these mountain ranges are linked to each other. These mountains are spread in the North like a wall. In these mountain ranges lie the world's highest mountain peaks. Mount Everest (Nepal) the highest mountain peak in the world lies in the Himalayas. The second highest peak K-2 (Pakistan) is situated in the Karakoram mountain ranges. Rakaposhi (Pakistan) and Annapurna (India) are also situated in these ranges.

Activity:

- Make a table of the highest mountains. Also show where these mountains are located.

Highest Mountain	Country of location

The mountain peaks of these ranges are covered with snow throughout the year. They are the source of South Asia's greatest rivers: the Indus, the Ganges and the Brahmaputra. Here, also lie the Valleys of Skardu, Gilgit, and Kashmir and the Plateaus of South Tibet, Nepal and Bhutan.

Neelum Valley, Pakistan

Arun Valley, Nepal

Paro Valley, Bhutan

The Plateaus

There are three main plateaus in South Asia; the Deccan Plateau in India and the Potwar Plateau and the Balochistan Plateau in Pakistan.

The Potwar Plateau is situated between the river Indus and Jehlum. The land is uneven, having large depressions and mounds. These conditions make agriculture quite difficult in this area. However, several minerals such as gypsum, salt and coal are found here.

Potwar Plateau

The Balochistan province is largely a plateau. Like the Potwar Plateau, this plateau is rich in minerals.

Balochistan Plateau

The Deccan Plateau lies in the southern part of India. There are mountain ranges on three of its sides. The Deccan Plateau is made of lava, which makes it very fertile and suitable for agriculture. The finest type of cotton is grown here.

Deccan Plateau

How Plains are formed?

Today's plains may once have been mountain ranges, valleys or sunken sea beds. These were changed into the plains by two processes; erosion and deposition. The mountains worn flat by erosion are called erosional plains. Whereas the valleys and sunken sea beds built up by the deposition of rocks and soil brought by rivers are called depositional plains.

The Plains

The plains of South Asia are situated between the Himalayas and the Deccan Plateau. These plains are the Indus (Pakistan), Ganges (India) and Brahmaputra (Bangladesh).

The Indus Plains

The Indus plain is a deposition plain. It has come into existence through the soil deposited layer by layer by the Indus and its tributaries. The plain receives little rainfall, therefore, canals have been dug from the rivers which help to irrigate the land. This plain is very fertile and is important for the production of food crops such as wheat and rice. The majority of the population of Pakistan lives in these plain areas.

Indus Plains

The Ganges Plain

The Ganges plain is a deposition plain made by the black fertile soil of River Ganges and its tributary, Jamna. This plain gets adequate rainfall during the monsoons but most of the cultivation is done by irrigation. It is regarded as one of the most fertile plains of the world. India is the most populated country in South Asia and most of its food is grown in this plain area.

Ganges Plains

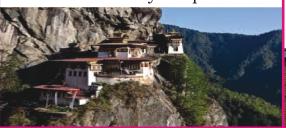
The Brahmaputra Plain

The Brahmaputra plain is a deposition plain. Owing to heavy rains, the river Brahmaputra floods often and destroys a huge area of Bangladesh. The availability of plenty of water makes the cultivation of jute and rice possible.

Brahmaputra Plains

The Effects of Land on the People

The nature of the land influence where people live and the kind of life they live there. Most people prefer to live on the plains because they are fairly flat. Hence, it is easier to farm, build houses, roads and railways. On the other hand, few people live in mountainous areas. This is because the steep slopes make mountainous areas difficult to farm. Moreover, it is also very difficult and expensive to build houses, roads and railways in mountainous areas. People also prefer the warm climate of the plains to the cold climate of the mountains.

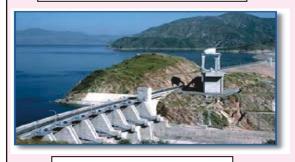
Mountainous Ways of Life	Plain Ways of Life
The houses are made of mud or wood with mostly sloped roofs.	The houses are made of mud or bricks; cemented or semi-cemented.
The means of transport are mostly horses or other animals.	Means of transport are animals as well as vehicles.
Corn and tea are mostly produced in the mountainous areas.	Rice, Wheat, Sugarcane, Cotton are mostly grown in plain areas.
People mostly rear animals and grow said crops.	People mostly do various works in the fields and offices.

Activity:

- Look at the pictures below and write a paragraph on how people use landforms. Now, list the activities that a person can carry out on mountains, plains and plateaus:

Farmer growing food on plain

Tea being grown on mountains

People mining on plateaus

Sheep reared on mountains

Generating power

Skiing on mountains

Conduct an Inquiry:

- Find out about the vegetation and animal life in the mountains.

SUMMARY

The mountain ranges in South Asia consist of the Himalayas, Karakoram, and the Hindukush ranges. The mountain peaks of these ranges are covered with snow throughout the year and are the source of South Asia's greatest rivers: the Indus, the Ganges and the Brahmaputra. There are three main plateaus in South Asia - the Deccan Plateau in India and the Potwar Plateau and the Balochistan Plateau in Pakistan. The plains of South Asia are situated between the Himalayas and the Deccan Plateau. These plains are the Indus (Pakistan), Ganges (India) and Brahmaputra (Bangladesh).

END OF THE CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. When rocks bend in up-folds and down-folds ____________ mountains are formed.

ii. When the plates move towards each other and do not fold but crack ___________ mountains are formed.

iii. When lava flows to the Earth's surface causing a cone-shaped mountain called ___________.

iv. Plains are formed by __________ or ___________.

v. The three large plains in South Asia are ________, ___________ and _______.

2. Make a Table like the one given below and fill it in.

Name of land-form	Definition	Two examples from South Asia
Mountain		
Plateau		
Plain		

3. Answer the Following Questions

i. Illustrate with the help of diagrams how fold, block and volcanic mountains are formed.
ii. How are plains formed?
iii. Why are the plains of the Indus and Ganges so fertile?
iv. Explain why most people live in the plains.

B. Use Your Inquiry/Investigation Skills

1. Find out about animal and plant life in the mountains of South Asia. List the animals and plants commonly found in the North, North-East and North-West mountains of South Asia.

C. Cooperate With Others

1. Working in a small group of four, draw a large map of South Asia on a newspaper. Using appropriate materials (clay, plasticine) show the landforms on it. Put your maps on display for all the children in the school to see and learn.

CHAPTER 3: THE PEOPLE OF SOUTH ASIA

SLOs

- Learn about the People of South Asia and their way of life.

Introduction

The people of South Asia share similar characteristics. In the next (few) pages, you will learn about the people living in each of the eight countries comprising South Asia.

PAKISTAN

The people of Pakistan are called Pakistanis. Their way of life is greatly influenced by Islam because 97% of the people are Muslims. The majority of the People of Pakistan live in rural areas where agriculture (farming) is the main occupation. In the villages, people usually live in homes made of baked bricks with courtyards. In the cities, people generally live in apartments and houses. Pakistan's staple food is wheat and chapattis are eaten with nearly every meal.

INDIA

India is a huge country both in terms of area and population. It is the second most populous country in the world. India's history dates back more than 5,000 years. Hindi and English are the official languages. But many other languages like Gujrati, Marathi, Oriya, Tamil, Teleugu are also spoken. People of many different faiths live here but around 83% are Hindus. Eighty percent of Indians live in villages and farming is the main occupation.

NEPAL

The people of Nepal are also known as Nepalese. They are divided into many ethnic groups which are both religious and tribal. The people here can be divided into three groups i.e. the Newar. These were the first people or ancestors of the Nepal. The second group is the Hindus, from India and the third are Tamang, Sherpas, Gurungs etc. belong to tribes from Tibet and Mongolio. The people of Nepal live in the valley of Katmandu, and in villages situated high up in the Himalayas. Most people live in the villages built on hillsides. Their homes are two storey houses made of stone or red bricks. The family holds a central place in a village. Rice is the staple food which is eaten along with vegetables, fish and chicken. Main occupations are farming, trading, and raising cattle, guides for mountain climbers.

BHUTAN

Bhutan is a monarchy. The people mainly live in the valleys of central Bhutan. The people are divided into 3 groups that are: the Bhotia (60% people) who came from Tibet; Nepali immigrants (25%) and other tribal groups. Nearly all the people are farmers or herders. Like the Nepalese, Bhutanese people live in 2 story buildings made of stone or mud brick. The top story is used by the family as living quarters while the lower portion is used as a barn.

BANGLADESH

Bangladesh was once a part of Pakistan (East Pakistan) but in 1971 it became an independent country. The Bangladeshis mostly live in rural areas in villages. Farming is the main occupation of the people. They are the main producers of jute. Homes of a typical Bangladeshi people will be one or two room bamboo houses with roofs that are thatched. In the cities, people generally live in small wooden houses. Most of the people are Bengalis others include Chakmas, Marmas etc.

MALDIVES

Maldives is a chain of beautiful islands well known for its scenic beauty. The people of Maldives or Maldavians as they are known trace their origin to the Sinhalese in Sri Lanka. This is why the language of the people of Maldives Dhivehi is very close to Sinhalese one of the languages spoken in Sri Lanka. The Arabs greatly influenced this land. They came to the island as traders. In the past, the dominant religion was Buddhism but today the religion practiced is Islam. The people living on these islands are skilled sailors and 80% of them engage in fishing as their occupation. Fish make up the major exports of Maldives.

SRI LANKA

In the past, Sri Lanka was known as Ceylon. The Arab traders who sailed there many years ago called it "Serendip" which means "a pleasant discovery found by chance". The country has two ethnic groups: the Sinhalese and Tamils. The people living in Sri Lanka mostly live in villages and farming is their occupation. Tea is grown widely in Sri Lanka and it is exported to other countries in the world. The homes of people are built of mud or clay blocks with thatched roofs which are sloping so as to keep the rain off. Most houses have verandas. At one time, the island was covered with rainforests majority of which have been cut down. However some have been saved. The rainforest provide jobs for the people, for example, people engage in collecting latex from rubber trees, and growing and using coconut palms to make different products.

AFGHANISTAN

Afghanistan is known as the Islamic Republic of Afghanistan. Kabul is the capital. It is a mountainous landlocked country. It has a rich history and culture that is more than 5000 years old. It is also known as the cross-road of Asia. There are many different ethnic groups living in Afghanistan e.g. Pashtoons, Tajiks, Hazars, Uzbekso, Turkmens. The main languages that are spoken are Pashto and Dari. The climate is dry to semiarid with cold winters and hot summers. The Afghanistan has gone through a long period of war but currently, it is on the road to recovery.

Activity:

- Read the information about the different countries in South Asia and list the similarities and differences among the people and their way of living in this region.

SUMMARY

It explored the people living in each of the eight countries of South Asia. The people of Afghanistan, Pakistan, India, Nepal, Sri Lanka, Bhutan, Maldives and Bangladesh have a shared history and many similarities, but they are also different. You learned that the land affects the way people live and the activities they engage in. For example, people living on mountains engage in activities such as skiing, trekking and occupations could include sheep rearing and mining.

END OF THE CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The people of Nepal are called____________________.

ii. The two main ethnic groups in Sri Lanka are ______________ and____________.

iii. The majority of the people of Pakistan is __________________.

iv. About 80% of the people of _____________ engage in fishing.

v. The __________ consists of a group of Islands.

2. Make a Table to show the religious affiliation of the people of South Asia. List each country, the ethnic groups, the religion, the food they eat, the dress they wear, the work they do, the languages they speak.

3. Answer the Following Questions

i. Describe the way of life of the people of South Asia.

ii. Compare the people of Pakistan and Bangladesh. What are the similarities and differences?

iii. Describe how land-forms affect the way people live in South Asia.

iv. List the main occupation of the people of South Asia?

B. Use Your Inquiry/Investigation Skills

1. Inquire about the languages spoken in each South Asian country. Make a scrap book showing the life, festivals, food, dress, music, art and architecture of each South Asian country. Write to a student of class VI from a South Asian country about the similarities between your own country and her/his country.

C. Cooperate With Others

1. Working together in small groups, make an inquiry about the major educational institutions of the South Asia.

CHAPTER 4: THE WORK PEOPLE DO

SLOs

- Define with examples the term work/economic activity (economic geography).
- Explain why people work.
- Define primary, secondary and tertiary activities providing examples.
- Describe why particular economic activities develop in particular places (eg. farming besides rivers, factories in a particular place).
- Describe the major economic activities (primary, secondary and tertiary activities) the people of South Asia engage in.
- Describe and illustrate on a chart a factory system (eg. inputs, processes and outputs).
- Inquire into the work people do in Pakistan, represent your findings in a pie chart.
- Explain how occupations are influenced by the land where people live.
- Identify the main occupational groups (agriculture, industry, mining and quarrying, trade and commerce, service).
- Identify the major economic activities and occupations that are the result of technological innovations.
- Identify the major service industries in South Asian countries activity and locate from other resources.
- Explain how human activity (consumption, exploitation of resources) affects natural resources.
- Identify the perspectives of the mining company, the environmentalist and the government on exploitation of the natural resources (mountains).
- Identify how and why we need to cooperate with others in our daily life.

Introduction

This chapter briefly discusses about "work" and it explains why people work. The chapter gives an over-view of the different activities done by people of South Asia in general and Sindh in particular.

What is 'Work' and Why do People Work

'Work' means to be engaged in physical or mental activity in order to achieve a result. While some work is paid work, work can also be unpaid. Most work that people engage in, such as teaching, banking and managing a factory is paid work. Unpaid work is work done free of charge. It includes housework such as childcare, cooking, cleaning and volunteer work done to improve the community.

If we ask people why they work, we will get different responses. Most people work to earn money, others work because they like doing something they are good at, and yet others want to serve others and contribute to the development of their society.

Activity:

- Interview five people you know and ask them what work they do, why they work, how important do they think their work is and what would happen if no one did the kind of work they do. Put the answers they give in the table. Share your data with the class. In five sentences explain what you learnt.

Kind of work	Why work	Importance of work	What would happen if no one did this work

Activity:
- Learn from the day to day questions.

The work people do (economic activity) can be divided into various sectors. This categorization is based on the distance from the natural environment. The continuum starts with the primary sector, which utilizes raw materials from the earth such as agriculture and mining. It is followed by the secondary, tertiary, quaternary and quandary sectors.

Primary Economic Activities

Primary economic activities are activities that make direct use of the earth’s resources such as land, water, vegetation, and minerals. This includes agriculture, fishing, forestry, mining and quarrying (excavation

in the mountains by blasting, cutting or drilling). The most people in South Asia are engaged in primary activities.

Look at the farming as an example of a primary industry and see how tea is grown:

Activity:

Arrange the pictures as per the given statements to show tea plants growth.

- After a year, the tea plants are then planted in a field, where they grow into bushes up to about 3 feet in height. Weeds are removed.
- Tea plants are grown in a nursery. These come from the leaf cutting of tea plants.
- Tea leaves are plucked at the end of the second year.

Secondary Economic Activities

Secondary activities use raw materials to produce or manufacture something new and more valuable. Secondary activities include manufacturing, processing and construction of industries. A growing number of people in South Asia are engaged in secondary activities.

We all cook our food with edible cooking oil. See fig. below to see the process used in the production of edible cooking oil.

Did you know?

The oil is bleached and cleaned using soap.

Tertiary Economic Activities

Tertiary activities mean that segment of the economy that provides services to its consumers. This includes trade, transport, restaurants, financial institutions and communication facilities.

Banking is an important service industry. Banks provide at least three main services to its customers. They act as:

- Saving: Customers put the money they want to save in a bank and earn money on their savings. The customer's money is also safe in a bank. Safety is another service that is provided.
- Lending: Customers borrow money from the bank in the form of loans. The money of customers that is saved in the bank is loaned to other customers who need it to set up or grow a business.
- Transfers of money: Banks enable customers to pay bills and transfer money to others through, for example, cheques.

Activity:

- The future workforce trends will help you consider what knowledge; skills and attitudes may be most valued in the future, think about your own future and create a personal action plan to ensure you are equipped with the right kind of skills and attitudes.

Knowledge and Skills	Attitudes
Communication	Participation (working with others)
Interpersonal	Responsible (doing work at the right time)
Problem-solving	Tolerance (open-mindedness, forbearance)
Decision-making	Respectful (self and others)
Questioning	Clear and fair (reasonable in speech and action)
Risk taking	Being emphatic (have a consistent view point, take a stand on principles)

Activity:

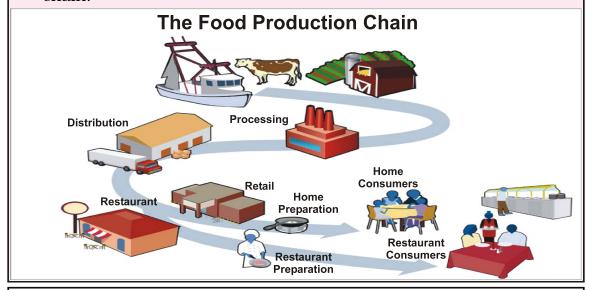
- Look around your family, city, and village and in newspapers, find work that people do. Classify the kind of work that you have discovered in the given quadrant.

Primary	Secondary
Tertiary	Quaternary

Activity:

- Look at the following food production cycle:

a. Identify the different activities and the level to which they belong?

b. Identify the inputs, processes and outputs in the food production chain.

Different Work People Do in Sindh

Sindh is a major center of economic activity in Pakistan and has a highly diversified economy ranging from heavy industry and finance centered in and around Karachi to a substantial agricultural base along the Indus. Pakistan's rapidly growing information technology sector (IT) is also centered in Karachi and manufacturing includes machine products, cement, plastics, and various other goods. Agriculture is very important in Sindh with cotton, rice, wheat, sugarcane, bananas, and mangoes as the most important crops. Sindh is the richest province in natural resources of gas, petrol and coal.

Activity:

- The above paragraph on Sindh (Pakistan) describes a range of economic activities. The table below lists a few districts of Sindh find out what economic activities are common in these districts

Districts	Economic activities
Karachi	
Mirpurkhas	
Sukkur	
Tharparkar	
Sanghar	

- Compare this data with another province from a country in South Asia (Nepal has 5 regions like Sindh). Select any one region and try to make comparisons.

Effects of Human Activity (consumption/ exploitation of resources) on Natural Resources

Human actions such as cutting trees, smoke from factories and industries, dumping of industrial waste into rivers, seas and oceans is polluting the environment and causing global warming. Fishing done on an industrial scale can harm fish populations to the point where they cannot recover. Loggers who cut down old grown trees in forests not only destroy the forests, but also the houses of many plant and animal species. Mining devastates whole regions, leaving the bare and useless ground.

Activity:

- As a citizen of the country, what measures can you take to enforce the conservation law for natural resources like water, gas, earth and air is controlled from degeneration and pollution?

Do you know?
The government has many regulations to stop the exploitation of natural resources.

Government Legislate Exploitation of Natural Resources

Pakistan has a lot of natural resources in the form of minerals, forests, water resources, natural gas. The government of Pakistan is a party to all major multilateral treaties that address natural resource conservation and management.

Pakistan has been enforcing laws like National Clean Air Act, control vehicular emissions, pollution from industry and indoor air pollution in rural areas; increasing natural gas share in the energy mix, voluntary, transportation alternative. National Conservation Strategy, conservation of natural resources, sustainable development and improved efficiency in the use and management of resources; limit pollution. National Forest Policy covers the renewable natural resources (RNR) (i.e. forests, watersheds, rangelands, wildlife, biodiversity and their habitats). As the federal laws and the provincial laws were not properly managed thus in 2011, Pakistan devolved 17 items from federal to the provincial governments so that actions can be taken at the local levels. This change is still in the process of getting matured. Media and civil society are constantly reminding the law enforcing agencies to ensure that laws for preserving natural resources and use of the resources is done wisely.

SUMMARY

There are four types of work structures, primary, secondary, tertiary and quaternary. Work and places we live are interconnected. The work which was mainly done through hands is fast taken over by machines. This change is both beneficial as well as disadvantageous for work forces. The work is done faster and in bulk by machines. The workforce in South Asia is involved in Manufacturing, Industry, Commerce, Trade and Mining, Fishing and Forestry. All work requires different kinds of skills and attitude and these are acquired with practice.

END OF THE CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The activities that use the earth's resources such as land, water and minerals are ______________________.

ii. ____________ activities use raw materials and change them into valuable Products.

iii. ____________ activities refer to segments of the economy that provide services.

2. Answer the Questions Given Below

i. Define primary, secondary, tertiary, quaternary and quandary activities. Give examples of each.

ii. List at least five quaternary workers? What technology/ies do they use in their work?

iii. Fill in the **T-chart** showing a list of workers and skills required to do their work, banker, farmer, mechanized farmer, fishermen, businessmen, teachers, coach, software engineers.

A: Workers	B: Skills needed to do their work

3. Find Out More

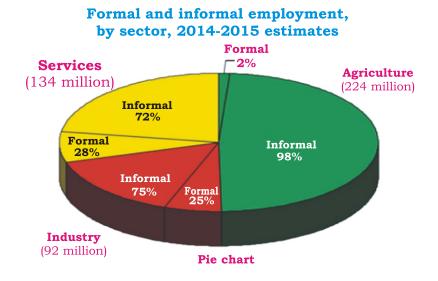
1. What is the transportation cost to deliver your fruit or vegetable to your local grocery store?
2. Given the other factors mentioned above, how is your food price made affordable?

3. Visit a nearby workplace like factory, an industry, a government office, service providers etc, and find out from the key managers what skills and knowledge do they require among the applicants of different job holders.

B. Use Your Inquiry/Investigation Skills

1. Conduct a short inquiry of the work your classmate's household does.

Activity:

- Conduct a short inquiry to represent people at work in your classroom.
- Collect information about the work that your classmate's household does. Now, convert this information using a pie chart to show the percentage of work people do at different households.

Pie chart

Just to remind you: A pie chart is a graphic representation of the data that you have collected. In case your data of 50 students information is; 10, 9, 12, 4, 8, 7. You convert each data into percentages. You then draw a circle and place each data in % you will get 8 sections in the circle representing each work that household does. Here is an example of the data converted in a pie chart. You will notice the total of each agriculture, services and industry add up to 100.

C. Cooperate With Others

1. Working together in a small group, look at advertisements for jobs in newspapers. Write two "want ads" for a newspaper, detailing the nature of the work, salary, and work conditions for someone engaged in tertiary activities.

END OF THE UNIT EXERCISE

A. Check Your Knowledge and Understanding

1. Identify the land-form

i. A fairly flat piece of lowland.	
ii. The lowland between two highlands.	
iii. A highland with abroad base, steep slopes and a narrow top.	
iv. A highland that is flat on the top.	

2. Answer the Questions Given Below

i. List the importance of mountains.
ii. Describe how mountains are formed (fold, fault-block, dome, volcanic).
iii. Locate the countries comprising South Asia on a map. Illustrate or stick a picture of a key feature of each country on it.
iv. Describe the ways the people make use of the mountains (e.g. generating power, extracting minerals, farming, recreation).
v. Name the different types of industries and state the differences between them.

B. Use Your Inquiry/Investigation Skills

1. Inquire about the religious, social, political and economic activities of the people of each of the countries in South Asia.
2. Find out about the places in South Asia that specializes in certain forms of production related to primary, secondary tertiary and quaternary activities.

C. Cooperate With Others

1. Working together as a class, prepare a bulletin board with a map, pictures and articles on the land and people of South Asia.

D. Communicate With Others

1. Work together to prepare an outline map of South Asia. Show the following:

- The Karakoram mountain range
- The Deccan plateau
- The Balochistan Plateau
- The coastal plains of Sri Lanka
- The Himalayas
- The Indus Plains of Pakistan

E. Be Creative

1. Organize a *mela* on the different countries of South Asia. You could organize your class/school into different corners representing the different countries of South Asia. You could dress in the National dress of the country, make posters to show the art and architecture, music, social activities, cook and sell the food eaten in those countries. Invite your colleagues from other classes in the school to visit and learn from you about South Asia.

F. Become Technologically Smart

1. Take photographs from your mobile cameras of the people at work both male / female in all the five primary, secondary, tertiary, quaternary and quinary activities. Upload these pictures on facebook or twitter explaining how the workforce is becoming/needs to become inclusive. Do ask for people's comments.

G. Take an Action for Common Good

1. Write a letter to the editor of a newspaper about why peace and harmony is needed in the South Asian region.

Unit 6

POPULATION

Unit Student Learning Outcomes (SLOs)

- Define with examples the terms population, densely populated, population distribution.
- Provide reasons why people choose some places to live and not others.
- List the factors affecting population distribution.
- Show on a map of South Asia high density and low density populated areas.
- Provide reasons for increasing population in South Asia and explain how this affects the natural systems of the world.
- Provide examples of how countries in the South Asia are controlling population growth.
- Explain Population patterns in South Asia.
- Identify the growth of Population in Pakistan.
- Suggest reasons for why there are more men than women in Pakistan.
- Describe the problems caused by over-population.
- Suggest possible solutions to over-population.
- Describe the impact of various factors (eg. access to housing, food, water, education and healthcare) on the quality of life of the people in south Asia.

Introduction to the Unit

In this unit, you will learn what the term population means. You will be introduced to ideas about population distribution and the reasons why people choose certain places to live and not others. You will learn about the reasons why the population is increasing in South Asia and how this affects the natural systems of the world. You will also learn about the problems caused by over-population and the ways in which we can overcome population problems.

CHAPTER 1: POPULATION

SLOs

- Define with examples the terms Population, densely populated, population distribution.
- Provide reasons why people choose some places to live and not others.
- List the factors affecting population distribution.
- Show on a map of South Asia high density and low density populated areas.

Introduction

In this chapter, you will study the term population and distribution of the population also study about the reasons why people choose to live in particular areas.

What is Population?

Population is the number of people living in an area such as a town or city or village. You would have heard people say that a place is too crowded or not so crowded. This refers to the population of a place. If a place is too crowded, we say it is over-populated, if there are fewer people living in comparison to the given area, we say the place is under populated. The following table shows the countries of the world that are most populated:

COUNTRY POPULATION (MILLIONS) in 2015

Country	Population	Rank
China	1,346	_____
India	1,241	_____
United States	312	_____
Indonesia	238	_____
Brazil	197	_____
Pakistan	200	_____
Nigeria	162	_____
Bangladesh	151	_____
Russia	143	_____
Japan	128	_____

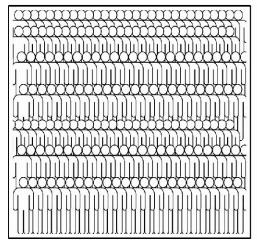
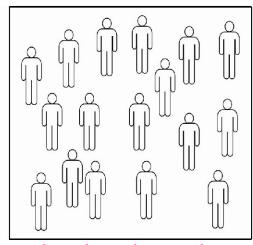
Activity:

- List the countries that are part of the South Asian region. Now rank them according to the country that has the most population.

People live in large numbers in some places and in small numbers in other places. Depending on where people choose to live, we can have areas that are more populated and areas that are less populated.

When the number of people living in an area is more than the actual area available; we say the place is ***densely populated***. The more people there are in a given area, the denser the population. If an area has fewer people living than the area available, we call this ***sparsely populated***.

We can tell if a place is densely populated or sparsely populated through finding out about the population density. The term ***population density*** means the number of people living in one unit area of land and is expressed as persons per km.

Densely population per km

Sparsely population per km

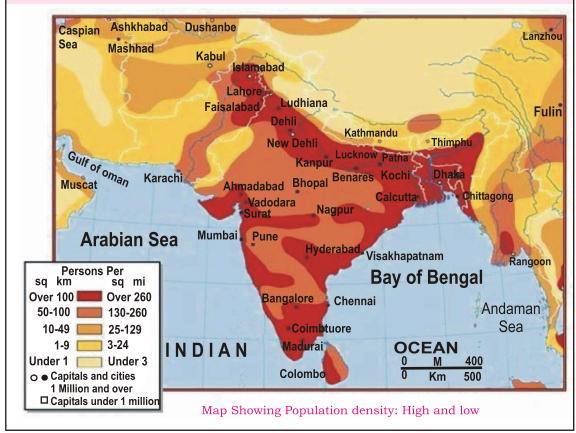
Population Distribution

The way people are spread over an area is called 'population distribution'. Population distribution tells us whether people are evenly or unevenly distributed or spread over a particular area.

Teacher's Note: Try this out in your class, draw a circle on the ground with chalk and have students stand inside the circle. Now, keep adding to the number of students in the circle. Ask students what they think will happen when more people are added to the same amount of space?

Activity:

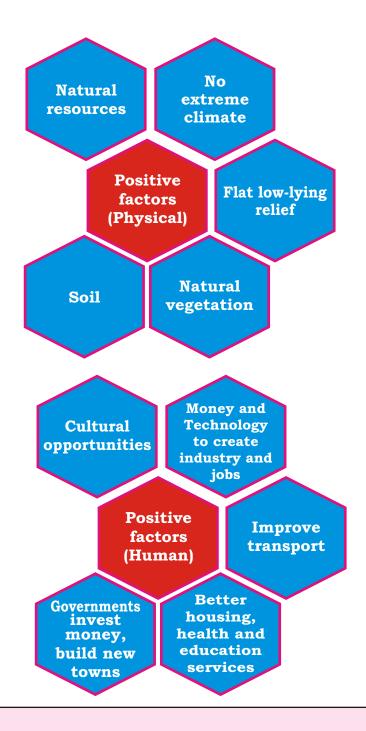
- Look at figure below and identify the areas on the map of South Asia that show where very few people live or areas that have a low population density or sparse population. Now, identify the areas that show where many people live or areas have a dense population.

Map Showing Population density: High and low

Reasons why People Choose to Live in Particular Areas?

People live in a particular area because of many different reasons. This could include reasons such as access to:

- Water
- Food
- Employment
- Transportation

Positive factors encourage people to live in certain areas while negative factors discourage people to live in certain areas. These factors can be divided into physical and human factors. Physical factors are to do with the natural part of the environment such as relief, climate, vegetation, soils and natural resources. Human factors are to do with people's activities which may be economic, political or social.

Activity:

- Make a similar diagram in your notebook and list the negative factors (Physical and Human) that may be responsible for why people decide not to live in a certain area.

Sometimes, political disputes cause people to leave a particular region or they are forced to migrate. Environmental reasons such as a drought can also cause people to move to areas that are better suited for their needs. Economic reasons such as job relocation or search for jobs and medical reasons such as a plague will cause a decrease in population.

In South Asia, a large number of people live where physical factors such as relief is suited for farming the land is flat with fertile soil and enough rainfall. In addition, people also live where they have opportunities of work, education and health care.

SUMMARY

The term 'population' means the number of people living in an area such as a town or city or village. Areas can be densely populated or sparsely populated depending on several factors that are linked to the natural environment such as relief, climate, vegetation, soils and natural resources and human factors that are linked to people's activities. People live in particular places depending on factors such as access to water, fertile land, employment opportunities etc.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Answer the Questions Given Below

i. What does the term population mean?
ii. Give three reasons why people live in a particular area.
iii. Explain the term population density.

2. Find Out More

1. Look through books/internet to find out what the current population of the world is at present.
2. Rank in descending order the ten countries with the largest population.

B. Use Your Inquiry/Investigation Skills

1. Find out what the population of your city/town/village was in thirty years ago and how many times has the population grown since.

C. Communicate With Others

1. Interview an elder and find out reasons for why people may have moved to/moved away from your local area.

D. Be Creative

1. Draw a pie graph showing how the population of Pakistan is distributed according to each province.

E. Cooperate With Others

1. Discuss in groups which country in your opinion will have the largest population by 2050? Give reasons for your answer.

CHAPTER 2: INCREASING POPULATION IN SOUTH ASIA

SLOs

- Provide reasons for increasing population in South Asia and explain how this affects the natural systems of the world.
- Provide examples of how countries in the South Asia are controlling population growth.
- Explain Population patterns in South Asia.
- Identify the growth of Population in Pakistan.
- Suggest reasons for why there are more men than women in Pakistan.

Introduction

There is a continued increase in the number of people or population in the world. In the last 400 years, the world population has grown 14 times faster than in the past. However, this growth in population is not 'even' or the same throughout the world.

A population grows because there are more births than deaths or more people are moving in than moving out. The fastest growth in population is in the world's poorest, less economically developed countries, in contrast to the richer, more economically developed countries. Can you think of reasons for this?

Reasons for Increasing Population in South Asia

There are many reasons for the increasing population in the world and South Asia. In most countries, the increase in population is mainly because the birth rate is higher than the death rate. The birth rate is the number of live births for every 1000 people in a year, while the death rate is the number of deaths for every 1000 people in a year. Simply, this means that more children are being born than the number of people dying. Discuss reasons why this would occur?

Activity:

- Look at the table given below and give reasons how the factors mentioned in the table are responsible for increasing population and reducing death rates.

Advances in technology	
Improved food supply	
Better hygiene	
Increased medical knowledge	

The drop in death rates has been the main cause for the rapid growth of the world population. People who study population – ***demographers***, have noted that by 2050 the total population of the world may grow to nearly 10 billion.

The population of most developing countries is increasing rapidly. This is mainly because people in many of these countries tend to have more children. Other reasons for increasing population in South Asia are as follows:

Low literacy rate

Early marriage

Preference for sons

Social Security for old age

Poverty

Tribal conflicts and Family Power

Effect of Growing Populations on the Natural Systems of the World

An increasing population means more resources are needed to meet the needs of the population. Resources such as water and forest are renewable however, if they are used up more quickly than they are renewed, this will result in a shortage.

A growing population puts greater pressure on the natural systems of the world. There is an increased pressure on the environment for food production, access to water, housing and increased risk of famine and malnutrition.

It is, for this reason that the countries of the world try to control the growing population. Have you heard of China's famous one-child policy to control their growing population?

Activity:

- Conduct an inquiry on any South Asian country on how they are controlling their growing population.
- **Focus on your topic** (what questions do you have about population control, list them down).
- **Collect information** (look through a variety of text books, encyclopedias, internet, travel brochures, newspapers, magazines etc to get information about the measures put in place by the particular country you have identified for the inquiry).
- **Analyze the information** (decide what information answers your questions).
- **Draw conclusions** (organize the information in a logical manner. Decide how you want to present the information i.e in the form of a written report, a presentation, etc).

SUMMARY

Population grows because there are more births than deaths or more people are moving in than moving out of a certain place. Increasing population is of concern to most countries of the world as it has an effect on the physical environment and resources of the world. Countries have taken several measures such as educating their people, making policies to control population.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Answer the Following Questions

i. Give reasons for the increase in population in Pakistan.
ii. Explain population patterns in South Asia.

2. Find Out More

1. Why have death rates reduced so dramatically around the world.

B. Use Your Inquiry/Investigation Skills

1. Find out about the growth of population in Pakistan since last 10 years.

C. Communicate With Others

1. Work in groups to suggest reasons for why there are more men than women in Pakistan.

D. Take an Action for Common Good

1. Write a letter to the editor of Daily Dawn and suggest steps to be taken by the Government for controlling rapidly growing population.

E. Be Creative

1. It has been said that educating girls is a way in which we can control population growth. Make a poster providing information about how to educate girls about the problem.

F. Cooperate With Others

1. In groups, work together to find out the cause about China's one-child policy

CHAPTER 3: GROWING POPULATION: PROBLEMS AND SOLUTIONS

SLOs

- Describe the problems caused by over-population.
- Suggest possible solutions to over-population.
- Describe the impact of various factors (e.g. access to housing, food, water, and education, healthcare) on the quality of life of the people in south Asia.

Introduction

In the last chapter, you studied that when a place has more people than it has resources available to maintain its people, we call it over-population. Over-population is defined as the number of people in an area that exceeds the capacity of the environment to support life at a decent standard of living.

Over-population is a result of the rapid growth of the world's population over the past one hundred years. Population increase results from a difference between the rate of birth and the rate of death.

Population in the world has increased because of several factors such as increases in food production and distribution, improvement in public health (water and sanitation), medical technology (vaccine and antibiotic). In the past, many children would die of diseases that are curable today. Discoveries and inventions throughout the world has lowered death rates and improved the quality of life for most people causing more people to live.

Over-population strains a country's resources and also gives rise to many other social and economic problems. One of the consequences easiest to see in our daily life is crowding.

Activity:

- In the previous chapter, you learned how to conduct an inquiry. In groups, conduct an inquiry on any one of the issues of over-population. Prepare a presentation on your inquiry.

The problems caused by over-population:

Shortage of living Space

Pressure on health Facilities

Unemployment

Water shortage

Possible Solutions to Control Population

Most people agree that population needs to be controlled. Countries have policies that aim to keep the population growth in check.
Some of the solutions that countries have adopted are as follows:

i. Reducing birth rate, e.g. china.
ii. Giving rewards for fewer children.
iii. Imposing fines for more children.
iv. Making birth control methods easily available.
v. Encouraging later marriages.

Improving education and literacy and educating girls are other ways through which countries can control population.

Activity:

- In pairs, list other possible solutions that countries can adopt to control population.

SUMMARY

Over-population is the number of people in an area that exceeds the capacity of the environment. Over-population gives rise to many issues such hunger and homelessness. Educating people, especially girls, is one way in which governments can work to reduce population growth.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Answer the Following Questions

i. Define the term over-population.
ii. Write two lines on each of the problems caused by over-population.

2. Find out more

1. Find out about the impact of various factors (e.g. access to housing, food, water, education, healthcare) on the quality of life of the people in south Asia.

B. Use Your Inquiry/Investigation Skills

1. Find out why do population shifts occur?

C. Communicate With Others

1. Work in groups to develop a plan suggesting possible solutions to governments to control population.

D. Take an Action for Common Good

1. Develop a flyer to increase public understanding of how rapid population growth limits chances for meeting basic needs.

E. Be Creative

1. Imagine that the number of students in your classroom has doubled. List the effects of this increase in number of students.

F. Cooperate With Others

1. Discuss in groups why sparsely populated regions are sparsely populated.

END OF THE UNIT EXERCISE

A. Check Your Knowledge and Understanding

1. Answer the Following Questions

i. What is the difference between population distribution and population density?

ii. Give three reasons why many families in:

  a. Developing countries have more children.

  b. Developed countries have fewer children.

2. Find out more

1. Why do people in South Asian countries like India, Pakistan and Bangladesh tend to have more children?

B. Use Your Inquiry/Investigation Skills

1. Find out the reasons for the uneven distribution of population in the world.

C. Communicate With Others

1. In groups, make a graph of the population of each classroom in your school. Find out the population of each class in the school and graph the populations on a bar graph.

D. Be Creative

1. Represent visually the factors that affect population density:

Raw materials for industry		
	What factors affect population density?	Poor infertile soil
	Job opportunities	

E. Cooperate With Others

1. Work in groups to complete the following task: On the map provided below; shade the areas that are densely and sparsely populated. Use 'red' for densely populated and 'yellow' for low population densities.

Map of South Asia- Population Density

Source: www.google.com

Unit 7

MAKING CHOICES

Unit Student Learning Outcomes (SLOs)

- Define the terms 'scarcity', 'choice', 'opportunity cost', 'trade-offs'.
- Explain how the conflict between limited means and unlimited wants leads to the need to make decisions.
- Describe how different values influence the choices people and groups make (e.g. saving, getting a job etc).
- Explain how all economic decisions have an opportunity cost.
- Recognize that choices and opportunity costs are subjective, i.e they differ across individuals and societies.
- Explain ways in which cultural background influences decision making.
- Describe the present and future consequences of the choices people and groups make (eg. drop out of school).
- Compare decisions to a common problem, such as where to go on a class trip, and explain why solutions and opportunity costs differ among students.
- Identify some choices made and explain reasons for having to make the choices.
- Describe a situation that requires a choice to be made, make a decision and identify the opportunity cost (what you give up) and the benefits (e.g. buying a pet or a video game, going to a movie, eating a certain food, etc).
- Describe trade-offs and create a graph to represent alternatives and trade-offs.

Introduction to the Unit

This unit consists of three chapters which deal with economic concepts including scarcity, choice, opportunity cost and trade-offs. An understanding of these concepts is essential for making right decisions about what to buy, how much to spend and how much to save. As adults, we are confronted with economic issues which affect our daily life. Thus, we need to learn basic economics which can help us to choose wisely and to manage our financial matters in an effective manner.

CHAPTER 1: WHY DO WE CHOOSE

SLOs

- Define the terms 'scarcity' and 'choice'.
- Explain how the conflict between limited means and unlimited wants leads to the need to make decisions.
- Describe how different values influence the choices people and groups make (e.g. saving, getting a job).
- Explain ways in which cultural background influences decision making.
- Identify some choices made and explain reasons for having to make the choices.

Introduction

In this chapter, you will study the need to choose, needs and wants and factors that affect the choices we make.

The Need to Choose

We all face many choices every day. What to wear, what to eat, where to go, what to buy with the money we have, how to spend our time, whether to study or to play after school, what game to play and with whom, and so on. We make choices because we cannot have (or do) everything we want. An economic **choice** is a decision as to where to spend our limited money (or time, skills, etc).

Needs and Wants

'Needs' are the requirements which are necessary for survival such as the need for air, water, food, clothing, shelter and sleep.

'Wants' are the desires that are not essential for survival, but they make life just a little more enjoyable, such as wanting to drink Pepsi or wear joggers of good quality. Needs and wants can be satisfied by consuming a good, service or leisure activity.

'**Goods**' are the things or objects which we can feel and touch, like apples, toys and books. They are also called commodities or products.

Things that cannot be touched are called '**Services**'. A 'service' is some work done for us that we pay for. For example, we buy haircuts, repairs and travel services and services for domestic help.

Resources

Such as money, time and skills are scarce or limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

When, there are unlimited wants and only limited resources, the result is the fundamental problem of scarcity.

> A '**Leisure Activity'** is the activity people do in their free time for relaxation or enjoyment. For example, playing cricket, watching television, going for a walk or reading a book.

Scarcity

It is the condition of not being able to have all the goods and services that we want. This situation arises when wants or want for goods and services exceed the quantity of goods and services that can be produced using all available resources. For example, Kinza must choose how to use her scarce time: should she watch television, do her math or play with her cat? Scarcity is experienced by individuals.

Factors that Affect the Choices We Make

The factors we keep in mind while making choices or decisions are based on income, cost, wants and values.

Income is the money received, on a regular basis for work. For example, the money a person who works at a factory gets paid at the end of each month is income.

Cost is an amount that has to be paid to get or buy a good or a service. For example, a bag of chips costs Rs. 20 and a haircut costs Rs. 50.

Wants are goods or services that we desire or wish for. For example, a doll, a video game, a book, or a day out at the *mela* (fair).

Values are what we think is important in our lives. Different people have different values and goals. For example, Zafar works at a shop near his home after school to earn some extra money. He has been saving this money to buy a bicycle. Saving is a value for him. Kashif on the other hand, spends his time after school in playing cricket with his friends. He values physical activity, fun and enjoyment. Mariam gives half her sandwich to a poor man on the street. Sharing and taking care of the less fortunate are her values.

Like individuals, different groups of people also have different attitudes to money and material things. Their attitudes or values affect

how they choose to spend and save. Different groups of people will make different choices in a given situation. For example, land developers want to cut down forests to build more houses and roads, whereas, environmentalists will do all they can to save trees from being cut down to build houses or widen a road. Rich people often spend their money to buy big houses, luxury cars and travel abroad. On the other hand, people who belong to the middle class save their money for their children's education or to buy a house. In most religious groups, members are required to give a certain percentage of their income to the poor as Zakat for Muslims.

So, before we make a choice or decision of what to do with our money, we need to ask ourselves the following questions:

a. How much money do I have/earn? Can I afford it?
b. What is the cost?
c. How badly do I want it? Do I want it **now** or can I wait for some time?
d. Is the choice in accordance with my values (what I think is important in my life)?

Activity:

- Identify three choices you have made based on the money or time you had in the past week. Explain why you had to make them. Share your answer with your class fellow.

SUMMARY

Scarcity occurs when people (as individuals and as groups) wants for goods and services are unlimited and their resources are limited. Scarcity requires choice. When wants exceed the resources available to satisfy them, people must decide what wants to be fulfilled first. The factors that affect the choices or decisions we make are income, cost, want and values. Different people will have different values and goals. Different cultures also have different attitudes to money and material things. So, people from different backgrounds will make different choices in a given situation.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. Our wants are ______________ but our resources are ______________.

ii. People cannot have all the goods and services they want so they must make ____________.

iii. The choices people make are based on ____________, ____________, _____________, and _____________.

2. Make a Table A list of wants is given in column A. For each want, identify whether a good, service or leisure activity would satisfy the want. Write your answer besides the want in column B.

Column A: List of wants	Column B: Means of satisfaction
Shoes	
Horse-riding	
Watching a movie	
Eating fish and a portion of chips	
Opening a bank account	

3. Answer the Following Questions

i. Define the term 'Scarcity'. Why does the condition of scarcity exist?

ii. Define the term 'Choice'. Why do we have to make choices?

iii. Which factors do we keep in mind when making a choice?

iv. What are values and how do they affect the choices we make?

B. Find Out More

1. Ask 10 children what they would buy with Rs. 50 they received as Eidi. Ask them to tell you why they would buy the item. Then, write a small paragraph to say why you think the children bought different things with their Eidi.

C. Cooperate With Others

1. In small groups, role-play the situations of scarcity and choice and then answer the questions.

- There are 10 gifts in the gift section of a shop. Asifa selects two gifts. Asifa says, “I like them both.” Her mother says, “You may have one of the two gifts, but not both. You must choose between two gifts.”
  What is the opportunity cost of this choice for Asifa?

- In a classroom, some children are fighting with each other about whose turn it is to use the blocks kept in the activity area of the class, how long they have been in there, and so on. There are a lot of boys in this class and only four children can use the blocks area at a time. One boy says to the other, “You have been there since one hour.” The other boy says, “No, I have not, I just came.” The teacher tries to referee the arguments.
  What is the reason for these arguments among these children?

- (Set-up a table with pencils. There should be only enough pencils for half the students in the group). Give each student Rs.10. Each person has the opportunity to buy one pencil. One pencil costs Rs.10. Students line up to buy one pencil. When all the pencils are gone, there are still some students who didn’t get a pencil.
  Why some people did not get a pencil?

Teacher’s Note: Students should understand that you did not have enough pencils for everyone. You can’t always get everything you want. Sometimes, there are not enough resources to meet everyone’s wants. Discuss choice and decision making. Tell students: When people can’t have an item they want, they must make choices. If you were in a real store and the pencils were sold out, you would have to decide if you want buy something else. If you chose to buy something else, you would have to give something up. You would give up money, as well as the chance to buy the pencil you wanted.

2. It is festival time (Eid, Christmas, Diwali). Three people go to a shop to buy gifts for their children.

- Anil's father wants to buy a toy car for Anil. He enters the store, pays for the toy car and comes out. (He got what he wanted because he shopped early, before the store ran out of things.)
- Shahid's father wanted to buy a bike, but there weren't any more in the shop so he has to buy a skateboard.
- Tariq's father wanted to buy a toy car but could not because he did not have enough money. So he bought a skateboard.

  Why could Shahid and Tariq's father not buy what they wanted? What affected the choices that they made?

Teacher's Note: For the role play, students may be divided into groups and given situations where they have unlimited wants and limited means and therefore have to make choices.

CHAPTER 2: ALTERNATIVES AND TRADE-OFFS

SLOs

- Define the term 'Trade-offs', 'Costs', 'Benefits'.
- Understand the concept of trade-offs and how it will help you make better decisions about your time and money.
- Describe the present and future consequences of the choices people and groups make (eg. drop out of school).
- Identify some choices made and explain reasons for having to make the choices.
- Describe trade-offs and create a graph to represent alternatives and trade-offs.
- Interpret the production possibility frontier graph of trade-off and opportunity cost.

Introduction

This chapter deals with the study of term trade-off. It analyses the factors that affect the process of our decision-making. Also, it focuses on choices/ decisions and analyzing options before making decisions.

Term Trade-off

According to Oxford Advanced Learner's dictionary the term trade-off means the act of balancing two things that are opposed to each other. It also means that something bad that you have to accept, or something of value that you have to lose, in order to have something good.

A Choice Is a Trade-off

As we have learnt earlier, because we face scarcity, we must make choices. When we make a choice, we select from the available alternatives or options. For example, Aslam can spend Sunday evening studying for the Social Studies test on Monday or having fun with his friends, but he cannot do both of these activities at the same time. Whatever choice he made, he could have chosen something else.

A **trade-off** is an exchange – giving up one thing to get something else. When Aslam chooses how to spend his Sunday evening, he faced a trade-off between studying and spending time with his friends.

Trade-offs is important to understand when making good decisions about time, money and energy. We all make trade-offs every day, whether we realize it or not. Since our resources such as time and money are

limited, therefore we must choose how to best allocate them by making some trade-offs.

Making Choices/ Decisions

People i-e individuals and groups have to make different types of decisions. Below are some of the kinds of decisions people have to make:

- A person may decide, for example, to leave a salaried job to set up his/her own business.
- If a family has surplus income, they will choose between how much to spend or save. What they spend it on, what they save for, and how they share their money will depend on many factors, such as their wants, tastes and preferences and their values. Different people will choose different combinations of spending and saving.

Y= C+S

[Income= Consumption + Saving]

100= 80+ 20

- Producers have to choose what and how much to produce with their limited resources.
- Governments also choose/decide how to distribute resources. For example, they decide who and what will be taxed and by how much. Similarly, governments must decide how to use the limited tax money for a large number of different project options. For example, they may decide to spend less on prisons so that they can spend more on police or less on roads so that they can spend more on hospitals.
- School officials must decide to use limited money for buying more books for the library or new computers for the school. They may choose an option where they would buy some books as well as some computers.

Analyzing Options Before Making Decisions

In all these decisions, people and organizations use personal and group values to come up with the **best** choice. Since these values often differ widely, decision-making often becomes difficult.

Few choices are **all-or-nothing decisions**; they usually involve getting a little more of one thing by giving up a little of something else. Effective decision making requires comparing the extra costs of

alternatives or options available with the extra benefits. **Benefit** is what you gain from something. **Cost** is what you must give up to get something.

To decide the best level of spending (money or time) on a good or service, people must compare the extra or additional benefits with the additional costs of using/consuming a little more or a little less of that good or service. As long as the extra benefit of an activity is greater than the extra cost, people choose to do more of it; when the extra cost is greater than the extra benefit, people do less of it. For example, in deciding the best use of his/her time, a student must weigh the extra costs and benefits of spending another hour studying rather than doing some other activity, such as watching television with friends. Rather than choosing to do one activity and give up the other, she/he may choose to spend **some** time with friends and **some** time studying. What would **you** do in a similar situation and why?

The amount of time given to each activity will depend on many factors and will be different for different people. A student who has an exam may choose to spend only **ten** minutes with friends and **fifty** minutes to study while someone who does not care much about his studies would choose to study for **fifteen** minutes and spend **forty- five** minutes with friends.

Pair or Small Group Activity:

- Plan a small party for the class. You have a budget of Rs. 800. Find out the cost of possible items and make a shopping list that is within your budget.
- Talk about the reasons for your choices and discuss/negotiate with other students which items to include in a single class list.
- Think about and discuss how differing values might result in a different shopping list. For example: "How might our list be different if we:"
    - Wanted to be environmentally friendly?
    - Had less money to spend?
    - Lived in a different country?
    - Only wanted to eat healthy foods?
    - Only wanted to eat things that are in season?
    - Only wanted to buy locally made products?
    - Think it is wrong to eat animal products?

Future Trade-offs

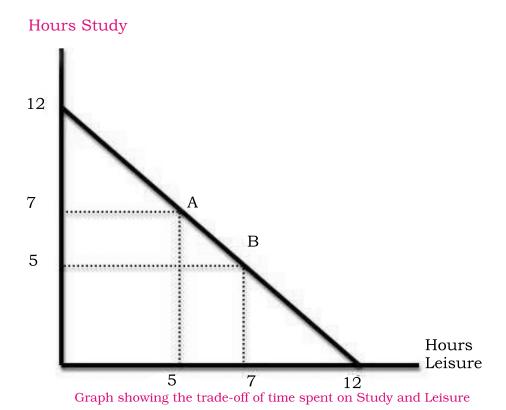
While making choices/decisions, it is important to consider the future possibilities. That is, in addition to what you might be giving up/gaining **today**, what might you be giving up/gaining in the **future** because of your decision? What could be different if you waited? For example a sacrifice that is made today by choosing education over luxuries will generate future benefits such as a good job and a better standard of living.

The PPF (Production Possibility Frontier)

The PPF (Production Possibility Frontier) shows the trade-offs that necessarily accompany decision-making in the face of scarcity. For a producer, every choice along the PPF involves a trade-off. Since resources are limited, one must give up something to produce something else.

The graph below shows a tradeoff between hours spent studying and hours spent in leisure.

If you enjoy 2 hours more leisure, the opportunity cost is 2 hours lost for studying.

Graph showing the trade-off of time spent on Study and Leisure

SUMMARY

A choice is a trade-off. People make sensible choices/decisions by comparing benefits and costs. Benefit is what you gain from something. Cost is what you must give up to get something. Few choices are all-or-nothing propositions; most of them are 'how-much'decisions. They usually involve trade-offs i-e getting a little more of one option in exchange for a little less of something else. When making choices, people weigh the cost, that is, what is given up with the benefit, that is, the satisfaction gained. Effective decision making requires comparing the extra costs of alternatives with the extra benefits. People's values differ. The trade-off they make will differ from person to person, organization to organization.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. We must make choices because we face ________________.

ii. The process of choosing and best allocating limited time and money is called making a ________________.

iii. A graph that shows the trade-offs that necessarily accompany decision-making in the face of scarcity is called the ______________________.

2. Read the following situation and make a decision (choosing how to best allocate the resources by making some trade-offs)

1. You have received Rs.1000 for your birthday. List four possible ways to spend the money, noting the price of each alternative. (You may spend all of the money on one thing or you may use some for one thing and some for another. Saving all or part of your money could be an option too!).

Spending Options	Buy clothes / shoes	Buy food or Eat out	Watch a movie	Invite friends for dinner/lunch	Buy a gift for a family member	Save
1						
2						
3						
4						

3. Answer the Following Questions

i. Define the terms 'Trade-offs', 'Cost' and 'Benefit'.

ii. List the factors (other than money) that influence the choices we make?

iii. Describe the present and future consequences of the following choices:

- Abid is starting to smoke at the age of eighteen.
- Zoya is quitting school at the age of eleven.
- Shahid is dropping out of school and starting to work at a garage at the age of ten.

CHAPTER 3: OPPORTUNITY COST

SLOs

- Explain how all economic decisions have an opportunity cost.
- Recognize that choices and opportunity costs are subjective; i-e they differ across individuals and societies.
- Compare solutions/decisions to a common problem, such as where to go on a class trip, and explain why solutions and opportunity costs differ among students.
- Describe a situation that requires a choice to be made, make a decision and identify the opportunity cost (what you give up) and the benefits (e.g. buying a pet or a video game, going to a movie, eating a certain food etc).

Introduction

We know that a trade-off is an exchange – giving up **part** of one thing to get **more** of something else. This is because our resources such as time and money are limited so we must go through a process of choosing/selecting how to best allocate them. We say we are making some trade-offs.

While trade-off describes the process, i-e what you sacrifice to get something else, Opportunity cost refers to the **thing** or **activity** that was sacrificed/ not selected or given up.

Opportunity Cost

Ahmed has only twenty rupees to spend. He is hungry and thirsty. A glass of *lassi* costs twenty rupees. A box of French fries also costs twenty rupees. Can he buy both? What must he do?

In the above example, if Ahmed chooses to buy a glass of *lassi*, he will be giving up the chance or opportunity of buying a portion of French fries. This will be his 'opportunity cost' for choosing to buy a glass of *lassi*. That is sacrificing one thing for another.

The next best alternative or option that must be given up/ sacrifice when a choice is made is called 'opportunity cost'. Not **all** alternatives, just the **next best** choice.

In another situation, Abdullah has two choices – with the money he has, he can buy either a plate of rice or a bowl of soup. If he chooses the plate of rice, what will be his opportunity cost?

The opportunity cost of a choice is what you gave up to get it

Yes, that's right! his opportunity cost is the bowl of soup that he could have chosen but did not. He gave up the **opportunity** to buy the bowl of soup by choosing to buy the plate of rice.

The **opportunity cost** of an action is the value of the next best alternative that could have been chosen instead. It includes what would have been done with the money spent, the time and other resources used in undertaking the activity. It is the value of the **opportunity** which is lost.

Whenever a choice is made, something is given up. Identifying and comparing alternatives enable us to make more informed decisions and to recognize important results of choices we or others make.

Activity:

- Describe a situation in which you wanted to buy two things but because of a limited amount of money you had to make a choice of what to buy. List the benefits of both choices.
- Decide what you would buy. Identify the opportunity cost.

Producers and Consumers Incur Opportunity Costs

Idea of consumers

Idea of producers

People who use goods and services to satisfy their personal needs and wants are known as **Consumers.** People and firms that use resources to make goods and services are known as **Producers** (People who use the services of labour, rent land, machinery, and entrepreneur).

Both producers and consumers incur opportunity costs when making decisions. For example, a business person who uses a shop to run a books and stationery business cannot use the same shop to produce pizzas. A consumer who uses income for purchasing a shirt cannot use that **same** income for purchasing a pair of pants. Since there are always alternative uses of limited resources, every decision has an **opportunity cost**.

If there is **no** opportunity cost in consuming a good, we call it a **free good**. For example, if you breathe air, it doesn't reduce the amount available to other people – there is no opportunity cost.

It is important to recognize and evaluate opportunity costs when making decisions. As consumers, we should realize that our opportunity cost is ***not*** the money we spend to buy something, but we sacrifice the next best item. For producers, the opportunity cost is the most valuable good or service that is ***not*** produced as a result of the decision to produce something else.

The opportunity cost can be related to decisions to **save** or **consume**. Choosing to save means giving up the opportunity to enjoy consumption now in order to enjoy more in the future. On the other hand, choosing to consume means giving up the opportunity for greater *future* consumption.

People i-e individuals and families have to choose and make decisions among goods, services, or resources. Even governments make choices when they are planning the country's budget because their resources are limited.

Because people make choices, all opportunity costs have the following characteristics:

- All costs are costs to someone. Only people bear the costs.
- Costs are subjective. Individuals may value costs differently.
- Opportunity costs occur only after a choice has been made.

Activity:

- Working in a group of four, each member should decide where they would like the class to go on the upcoming study trip and explain why. Together decide on where would be the best and second best place to go. Should the class go to the best place, what would be the opportunity cost?

Some students may believe that they can have all the goods and services they want from their family or from the government because goods provided by family or by governments are free, but this is not so.

Resources also have **alternative** uses, even if parents or governments own them. For example, if a family uses their money to build a house, there may be no money to pay for higher education for the children. The best alternative use of that money; higher education for the children must be given up. Similarly, if a government budgets a sum of money for building highways and roads, less money is available to build schools and hire teachers. The best alternative use of that government money; schools and teachers must be given up.

Like different people, different governments also value costs differently, the choices or decisions they make will be different depending on **their** opportunity cost. One government may value building highways and roads more while another government may attach a higher value to educating all its citizens.

Clearly comparing the value of alternative opportunities that are sacrificed in any choice enables people to weigh the alternatives and make better economic decisions. This analysis also makes people aware of the effects of their actions for themselves and others, and could lead to an increased sense of responsibility and accountability.

SUMMARY

People have to make choices due to limited resources (time and income) and their choices have opportunity costs. When making a choice, there is always one next best alternative that is not chosen. The value or the benefit expected from this next best alternative is the opportunity cost. Both producers and consumers incur opportunity costs. Opportunity costs are different for different people.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. ___________ is the value of the next best alternative that could have been chosen.

ii. If there is no opportunity cost in consuming a good, we call it a _______________ good.

iii. People, who use goods and services to satisfy their personal needs and wants are known as __________________.

iv. People and firms that use resources to make goods and services are known as __________________.

2. Make a Table like the one given below. Read the situations and fill in the table.

Situations:

- Waqas buys a new computer for his office and not a new fax machine.
- Asifa does not buy a chocolate bar, but buys a lollipop with her ten rupees from the school canteen.
- The minister decides not to pay unemployment benefits and allocates Rs. 100 million for building a new road.
- Abida buys a new sweater and has to give up the boots which she had seen in the shoe store last week.

- A catering company buys a new delivery van so it cannot hire new workers.
- A family has to give up a beach holiday and spends that money to fix the broken roof.
- A country fears an attack from its neighboring country, so it is decided to spend the sum of money allocated for building more schools to buy more weapons.

Who is making the Choice? (Business, Government, or Individual)	**What they Choose?**	**The Opportunity Cost** (What they could have had)

3. Answer the Following Questions

i. Define the term 'Opportunity Cost'.
ii. Explain how all economic decisions have an opportunity.
iii. How do governments face opportunity costs?

B. Find Out From Your Friends/Classmates

1. Give the following situations to different friends in your class, school or neighborhood and tell them to decide which choice they would make and why?

Situations:

i. You have only Rs. 25 left from your pocket money. Your choices are to buy a candy bar or put the money in your money box as saving.
ii. You have 30 minutes before dinner. Your choices are to play cricket or watch TV.
iii. Your parents have money for one kind of lesson. Your choices are cricket coaching or swimming lessons.
iv. Your parents are giving you a birthday party. Your choices are to take your friends out for pizza or take them to a movie.
v. Your school is letting students choose new playground equipment. Your choices are slides or swings.

2. Note down their responses in your notebook using the table given below. Identify the opportunity cost for each situation.

Name of Student	The Choice Made	Why?	Opportunity cost
Situation (i)			
Situation (ii)			
Situation (iii)			
Situation (iv)			
Situation (v)			

END OF UNIT EXERCISE

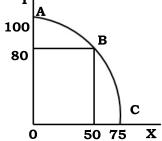
A. Check Your Knowledge and Understanding

1. Draw Lines to Match the Terms given in Column A to Their Definitions given in Column B.

Column A	Column B
Needs	use goods and services to satisfy their personal needs and wants.
Wants	are the requirements which are necessary for maintaining life.
Opportunity cost	use resources to make goods and services.
Producers	Are the desires that are not essential for life, but they make life just a little more enjoyable.
Consumers	the next best alternative or option that must be given up when a choice

2. Answer the Following Questions

i. What is the opportunity cost of moving from point B to point A in figure below:

   a) 20 units of X
   b) 50 units of X
   c) 25 units of X

ii. If you have 12 hours available during the day, you could spend these hours in work or leisure. How would you spend the next five days? Show these five possible trade-offs (combinations of work and leisure) on a graph.

B. Use your Inquiry/Investigation Skills

1. Conduct a whole class survey to decide which end-of-year field trip to take. Ask each child to choose the place the class should visit:
   - A local farm
   - The Museum
   - A nearby park

2. Also, ask them to list the costs and benefits of each decision and write three sentences explaining their choice.

C. Communicate With Others

1. Demonstrate how trade-offs are made by enacting the following role plays:

- Role-play a school board meeting. Decide how your school board should spend Rs.500, 000 for your school. List various spending alternatives and make a decision, noting trade-off. (You don't have to spend all the money on one thing).
- Role-play a family meeting called before a festival (Eid, Christmas or Diwali) to allocate a budget of Rs. 5,000. The family of four would like to buy new clothes, cook some special food, make or buy some special sweets and give gifts (Eidi, toys, etc.) to friends and relatives. (You don't have to spend all the money on one thing).

D. Cooperate With Others

1. With your mother's help:

- Create the weekly grocery list for your family.
- Work out the weekly cost (rent, food, bills).
- Consider how much to put aside (save) for the unexpected.
- Keep a money diary to track and analyze your spending.

E. Be Creative

1. Prepare a design for the cover of your money diary. The design should show what the diary is being used for.

F. Become Technologically Smart

1. Use the insert function to make a table for any one of the following. Make table activities given in the end of chapter exercises.

Teacher's Note: You may help students discuss various spending alternatives (clothes, special food and sweets, gifts, charity) in the role play and make a decision, noting trade-offs.

G. Taking an Action

1. Complete the table given below. What would you do in the given situations?

Sr. No	Situation	What will you do?	Why?/Name the Value
1.	You see a person going on the street. While taking out something from her purse, she accidentally drops her mobile phone.		
2.	You borrow a book from the library. The due date is after two days. (You are supposed to read from it taking care not to turn the pages or damage the book and then return it on the due date.)		
3.	Your friend is not well. He has been missing school for the past two weeks.		
4.	You are sitting in a bus. All the seats are taken when an old lady gets on the bus.		
5.	You used to play football, but have given it up because you are too busy with your studies and other activities like eating out with friends. Now, you have begun to notice that you are putting on weight and feeling tired all the time.		
6.	It is Ramdan, you are fasting. While you are walking on the street, a boy riding his bicycle hits you. Instead of apologizing, he starts arguing with you and tells you that you need to watch where you are going.		

Unit 8

PRODUCTION OF GOODS AND SERVICES

Unit Student Learning Outcomes (SLOs)

- Define with examples the terms producer, goods, services, public goods and services, private goods and services, firm, industry, interdependence.
- Describe the individuals and groups who participate in the production of goods and services.
- Give examples of different goods and services.
- Differentiate between a firm and industry.
- Explain the concept of interdependence in economics using a simple circular flow diagram.
- Identify the various commercial and non commercial goals of producers.
- List five private sector businesses and five voluntary organizations in the area in which you live.
- Categorize goods and services available locally as public and private goods and services.
- Describe what are collective goods and what are merit goods.
- Explain why the government provides certain goods and services.
- Explain how the government pays for public goods and services it provides.
- Explain what is a state owned enterprise.
- Make an inquiry to find out the name of five state owned enterprises in Pakistan.
- Differentiate between consumer goods and capital goods.

Introduction to the Unit

This unit is divided into three chapters which are focused on the production of goods and services. An understanding of these concepts will help you recognize that just like consumers, all producers also make decisions about what to produce, why to produce and how much to produce. This would be helpful in understanding the various types of producers and their different goals regarding production as well as the interdependence of the household (consumption) and producer (production) sectors of the economy.

CHAPTER1: WHAT GOODS AND SERVICES ARE PRODUCED

SLOs

- Define the terms producer, goods and services.
- Explain the types of goods and services.
- Give examples of different goods and services.
- Categorize goods and services available locally as public and private goods and services.
- Describe what are collective goods and what are merit goods.
- Differentiate between consumer goods and capital goods.

Introduction

In this chapter, you will study about the economic concepts including producers and consumers and private and public goods and services.

Goods and Services

'Goods' are the things or objects we buy to satisfy our needs and wants. They are things which we can **see**, **feel** and **touch,** like food, furniture, and electronic items. They are also called 'commodities' or 'products'.

Electronic Products

Utility Store

Tea set

Ajrak

(Rilli) Bed sheet

Charpai (Cot)

Goods are material things that we buy to satisfy our needs and wants. A ‘Service’ is something (some work or some action) **done** for us that we pay for. For example, a hairdresser provides hairdressing services, a teacher provides educational services, a doctor provides medical services and an architect provides building designing services. Provision of gas, electricity and water are also examples of utility service. Online banking, payment services, shopping and home delivery services are also becoming increasing popular in cities.

Different people providing different services to meet the needs and wants.

Activity:

- List ten goods that you bought over the last week.
- List five services you bought over the last month.

Producers and Consumers

Goods and services do not appear magically on store shelves. They must be produced. They are produced using scarce productive resources which can be categorized as natural, human, and capital resources.

Producers are people who produce goods or provide services. In the production process, producers combine natural, human, and capital resources. Because these productive resources are limited, producers must **choose** kind of goods or services to produce. Most adults work as producers. In exchange for their work, people earn **income** (which is spent on goods and services or is saved).

Consumers are people who buy goods and services. Consumers face many choices of what to buy because they cannot buy everything they would like to with their limited incomes. People's choices about what goods and services to buy and consume determine what producers produce and, thus, how productive resources will be used.

Different types of Goods and Services

There are many types of goods and services. Each type is explained below:

Consumer Goods are the "final" goods or products purchased and used by consumers such as pencils, books, and toys.

Capital Goods are goods which are used to produce other goods and services; Land, Buildings and Machinery are examples of capital goods. For example, when a person buys a truck for personal use, the truck is a **consumer** good. When a producer buys a truck to transport products from the farm to the factory, the truck is considered a **capital** good.

Private and Public Goods and Services

Goods and services produced privately and sold to consumers are called **Private goods.** Goods and services which are provided by the government are called **Public goods**. The government provides these goods and services as they are so important that they should be made available to everyone. Some public goods and services are called collective goods, because they are consumed collectively, that is, by

everyone such as roads, parks, schools, libraries, bridges, hospitals and communication networks, street lighting, national defence and police.

Allama Daud Pota Library, Hyderabad

Government Naz High School, Khairpur

Bridge connecting, Sukkur and Rohri

Lyari Expressway, Karachi

Activity:

- Identify the producers of five different types of goods and five different types of services.
- List down ten goods and five services available in your area. Categorize them as public or private.

SUMMARY

In this chapter, you studied that goods are tangible satisfying our needs and wants. While, services are rendered for which money is taken or given. Producers are the people, firms, organizations or companies that process resources and produce goods and services. On the other hand, consumers are those who buy those products and services. Goods and services are of different types ranging from consumer and capital to private and public.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The two characteristics that help us to decide whether a good or service is public or private are_______________and _____________.

ii. The goods and services which are provided free by the government to benefit the society are known as _________ goods.

iii. Goods which are used to produce other goods and services are known as _________________ goods.

2. Complete the Following Table

1. A list of terms is given in column A. For each term, write its definition and one example in columns B and C.

Sr. No	Column A (Term)	Column B (Definition)	Column C (One Example)
(i)	Goods		
(ii)	Services		
(iii)	Private goods and service		
(iv)	Public goods and services		
(v)	Merit goods		
(vi)	Producer		
(vii)	Consumer goods		

3. Answer the Following Questions

i. Differentiate between Capital goods and Consumer goods.

ii. What is the external benefit of immunization/ vaccination, which is a merit good, to other individuals?

iii. How are Public goods funded by the government?

iv. What does it mean when we say that a private good is 'excludable'? Explain with an example.

B. Find Out More

1. Take a walk through your neighborhood and identify all the public goods and services provided. Talk to your parents and other adults to find out all the merit goods provided by the government.

C. Cooperate With Others

1. Draw pictures representing a capital good used to produce a consumer good or service in the school or community. Use the pictures to make a bulletin board.

CHAPTER 2: THE PRODUCERS OF GOODS AND SERVICES

SLOs

- Define with examples the terms 'firm' and 'industry'.
- Describe the individuals and groups who participate in the production of goods and services.
- Differentiate between a firm and industry.
- List five private sector organizations and five voluntary organizations in the area in which you live.
- Explain what is a state owned enterprise.
- Make an inquiry to find out the name of five state owned enterprises in Pakistan.

Introduction

This chapter is focused on the terms 'firm' and 'industry' and types of producers such as Private Sector Producers and Public Sector Producers.

Firms and Industries

A **firm** is a single business or producer, for example, *Bata Shoes*. It is defined as any organization of people that use the factors of production: labour, capital, and raw materials in order to produce goods and services that are sold to consumers, governments, or other firms.

A firm might be a factory, or a chain of stores that sells food, clothes or shoes. For example, *Peek Frean Biscuits* or *Bundu Khan*. The firm's main aim is to maximize profit.

An **Industry** is the collective name for a number of firms producing similar goods or providing similar services like the textile industry,

energy industry, communications industry, tourism industry. For example, the energy industry includes firms involved in the exploration of oil and natural gas. A firm is just a part of that industry. It is a **single** business.

Types of Producers

There are many different types of producers in an economy. We usually classify them as either private or public producers.

Private Sector Producers

These businesses are owned by individuals or groups who come from the household sector. The main goal of private sector producers is to make a profit. The profit is the difference between the income earned by the firm and the expenses it has to pay.

Activity:

- List five private sector businesses in your area.

Voluntary or Non- Profit Organizations

Other private sector businesses are driven by the fact that they can see a **need** in the community and want to satisfy that need. These businesses are called voluntary organizations. Voluntary organizations are sometimes called Non - Profit organizations/ Non - Government Organizations (NGOs) as their aim is to satisfy a need without making a profit. For example, Edhi Foundation.

Activity:

- List five Non-Profit/Voluntary organizations working in your area.

Public Sector Producers

Public sector businesses are owned by the government to provide goods or services that private businesses would not generally produce because they would not make a profit. Street lighting, for example, is a very necessary commodity. But, how could a private sector firm charge for the use of it? It would be very difficult. The government therefore provides street lighting and pays for it out of taxes.

SUMMARY

A firm is a single business or producer. An industry is a group of businesses or producers that produce a similar good or service. Some firms are owned by the government and are run like private sector businesses for the purpose of profit. These businesses are called State-Owned Enterprises. The main goal of private sector producers is to make a profit. Voluntary organizations are sometimes called non- profit organizations/non-government organizations as their aim is to satisfy a need without making a profit. Public sector businesses are owned by the government and provide goods or services that private businesses would not because they would not make a profit.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. A single business is known as a ______________.

ii. A group of businesses or producers that produce a similar good or service is known as an ________________.

iii. The businesses that are owned by the government and run like private sector businesses, with a view to make a profit are known as ________________.

iv. Voluntary organizations are sometimes known as ____________.

2. Complete the Following Table

1. A list of types of producers is given in column A. For each, write its aim and one example in columns B and C.

Sr. No	Column A (Type of Producer)	Column B (Aim)	Column C (One Example)
(i)	Private sector producers		
(ii)	Public sector producers		
(iii)	Voluntary or Non- Profit Organizations		

3. Answer the Following Questions

i. Define (with two examples each):
   (a) A Firm
   (b) An Industry.
ii. Differentiate between a firm and an industry.
iii. Explain what a state owned enterprise is?

B. Find Out More

1. You are detectives looking for goods and services. Search your neighborhood, read newspapers, and listen to television and radio news reports. Draw a table like the one given below and list five goods or services provided by private businesses and five goods and services provided by the government in your neighborhood. For each good or service, write **where you found it.**

Goods and Services Sold by Private Businesses	Goods and Services Provided by Government	Where did you find it?

C. Cooperate With Others

1. In your school, establish a voluntary organization to address the particular need.

CHAPTER 3: PRODUCTIVITY AND GOALS OF PRODUCERS
(HOW AND WHY GOODS AND SERVICES ARE PRODUCED)

SLOs

- Define with examples the term 'interdependence' in economics by using a simple circular flow diagram.
- Explain the factors of production.
- Identify the various commercial and non commercial goals of producers.
- Explain why the government is supposed to provide certain goods and services.
- Explain how the government pays for public goods and services it provides.

Introduction

This chapter is focused on the term 'interdependence', factors of production, production of goods and services and goals of producers.

The Factors of Production

Goods and services are produced by using productive resources which are called factors of production.

- Land
- Labour
- Capital
- Entrepreneur

Land

Land is one of the precious 'gifts of nature'. It provides mineral resources which are used to produce goods and services. The term 'land' in economics includes land with metal ores, oil, gas, coal, water, air, rain, wind and sunshine. Land is used various in economic and social activities to cater the needs of human beings.

Land

Labour

Human effort to produce goods and services is called labour. Labour includes the use of physical and mental capabilities of the workers in various sectors of the economy.

Labour

Capital

Financial resources, tools, machines, furniture and buildings used for the purpose of doing business are called capital.

Capital

Entrepreneur

The person who organizes labour, land and capital is called an entrepreneur. Entrepreneurs come up with innovative ideas about what and how to produce. They make business decisions and manage risks involved in new businesses.

Entrepreneur

Production of Goods and Services

How do firms decide which and how much of each factor of production is used to produce different goods and services?

The major aim of a producer is to maximize profit. In maximizing profits, firms face two difficulties: the demand for goods and the cost of products. Take for example a firm that produces a single good, say soap. In order to produce soaps, the firm makes every possible effort to reduce the cost of production so that it not only satisfy the needs of consumers but also earn lot of profit.

Soap

Consumption of goods and services depend on the level of incomes that people earn. High income enables people to buy huge number of goods and services. Nevertheless, low income people can only buy few goods and services. Income is earned by following means:

1. Land rent. For example, a shopkeeper pays rent for the shop that he uses for business.
2. Wages of labour. For example, a worker gets paid for his work.
3. Capital earns interest. For example, a bank lends money to a person starting a business and charges interest on that loan.
4. Entrepreneur earns profit. For example, when the goods produced are sold for more than the cost of producing it, entrepreneur makes a profit.

Goals of Producers

> **Sales Tax:** a tax that is added to the price of goods and services.

There are many different types of producers in the economy. We classify them as either **private** or **public**. Both types of producers have their reasons for producing a certain good or service. There could be many reasons why private sector producers are in business, for example:

- Make a profit
- Be their own boss
- Provide a good or service that they think should be available for purchase
- The social status that comes from having their own business.

The main goal of private sector producers is usually 'commercial', that is, to make a profit. On the contrary, there may be some private sector businesses that are motivated by the fact that they can see a need in the community and want to satisfy that need. So their goal or aim is to satisfy a need (and cover their expenses) and ***not*** to make a profit. These businesses are called **'Non- Profit or Voluntary organizations'**

Public sector producers or businesses owned by the government also provide goods or services. Their goals or reasons for producing certain goods or services are very different from those of private producers. The goals of public sector producers are usually non-commercial. The characteristics are:

- Providing a good or service which private businesses would not provide because they would not make a profit.
- Providing a good or service which is very much needed, but would not be available if it were not provided by the government.
- It is more efficient for the government to provide that good or service.
- The goods and services may benefit individuals, but be of even greater benefit to the whole society, such as education and health care.
- The value of the goods or services is greater than the individual consumer could afford.
- It wants to promote economic equity/fairness/justice—making certain goods and services available for all. Public goods and services, sometimes called collective goods and services, benefit **many** but would not be available to everyone if individuals/private producers had to provide them.

How Does the Government Pay For the Goods and Services It Provides?

Taxes and fees pay for the production of public goods and services. The government collects taxes from people and businesses in the community to be able to pay for public goods and services.

Income Tax: a tax paid on the money that a person or business receives as income.

Taxes are money paid by people to the government, for example, income tax and sales tax. The government uses this money to pay for goods and services it provides. Sometimes, these goods and services are also paid by **fee,** such as highway tolls (fee charged to travel on the highway) and entrance fees to public parks.

SUMMARY

Goods and services are produced by using productive resources that are called Factors of Production. Factors of production are Land, Labour, Capital, and Entrepreneur. Land earns rent, Labour earns wages, Capital earns interest and Entrepreneur earns profit. Within an economy, producers and consumers rely on each other. This is called 'Interdependence'. There can also be interdependence among different producers. Specialization occurs when people concentrate their production on a few kinds of goods or services. Specialization results in increased interdependence. That is, the more people specialize, the more they depend on one another. Producers have different reasons why they produce a certain good or service. The main goal of private sector producers is usually 'commercial' i.e. to make a profit. The goals of public sector producers are usually 'non-commercial'. Voluntary organizations, sometimes called Non- Profit organizations, aim to satisfy a need (and cover their expenses) and not make a profit..

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. A tax paid on the money that a person or business receives as income is known as ______________ tax.

ii. A tax that is added to the price of goods and services is known as ______________tax.

iii. Productive resources in Economics are known as Factors of ______.

iv. A person who comes up with new ideas about what and how to produce, makes business decisions and bears the risks that arise from these decisions is known as an ________________________.

2. Make a Table to interview three people who work to produce a good or service. Find out the number of hours they work each week, the training they received, the pay they get each month and the good things and bad things about their jobs. Draw a table like the one given below and summarize your interview findings under the given headings.

Name of the Person	Good / Service produced	Number of hours they work each week	The training they received	Income they receive for their work	Good points about their job	Bad points about their job

3. Answer the Following Questions

i. Define (with two examples each):
   (a) Interdependence (b) Specialization
   (c) Land (d) Labour
   (e) Capital (f) Entrepreneur

ii. List the different commercial goals of private sector producers. Could there be some non-commercial goals of some private sector producers? Explain.

iii. Why does government provide certain goods and services? If consumers want these goods and services, why won't private businesses provide them?

iv. How does the government pay for the goods and services it provides?

B. Find Out More

1. Visit a shopkeeper in the neighborhood; ask him/her to show you a number of goods in the shop. Identify the name, price and sales tax on any ten goods.

C. Cooperate With Others

1. In pairs draw the circular flow diagram and explain the interrelated roles of households and businesses in the economy.

END OF UNIT EXERCISE

A. Check Your Knowledge and Understanding

1. Organizing information, read the given list of public and private goods and services. Decide which ones are public and which ones are private and write it in front of each. Explain your answers based on the concepts of rivalry and excludability.

- A bag of potatoes ____________________
- A tyre change from a tyre shop ____________________
- A street light ____________________
- Road repairs ____________________
- Car ____________________
- Issuing postage stamps ____________________
- Police protection ____________________
- A book ____________________
- Polio vaccination ____________________
- A shirt ____________________

B. Use your Inquiry/Investigation Skills

1. Make an inquiry to find out the names of five private businesses, five voluntary/ non-government organisations and five State-Owned Enterprises in Pakistan. Explain the difference between the purpose and main goal of each.

C. Communicate With Others

1. Role play the following situations. First show the problem and then its solution.
   - A family does not send their children to school because they cannot pay the fees.
   - Children of a family are not vaccinated because they do not have the money to pay for it.

D. Cooperate With Others

1. Role play a panel discussion among three types of producers—private sector, public sector and Non-Profit. Each of these producers discusses their reasons to produce certain goods and services in the economy.

E. Be Creative

1. A fable is a short story in which animals talk and a lesson is learned. Write a fable that teaches how goods and services provided by government benefit a community.
2. Write a story in which you include as many examples of public goods and services and private goods and services as you can.

F. Be Technologically Smart

1. Find three pictures people who are working to produce a good or service on the internet.

2. Type up a paragraph entitled, "What Good or Service I Want to Produce When I Grow Up."

G. Take an Action for the Common Good

1. There must be many old people in your neighborhood. Think of a service you can provide one of them (play a game with him/her, buy something from the grocery store, read or tell them a story). Provide this service to them on a regular basis.

Teacher's Note: You may divide the class into groups and assign each group to work on one type of producer.

Unit 9

INDIVIDUAL, COMMUNITY AND GROUP IN SOUTH ASIA

Unit Student Learning Outcomes (SLOs)

- Identify few characteristics unique to one's self and other characteristics the all humans share in the selected countries of South Asia.
- Describe the influences that shape personal identity.
- Explore the factors that influence one's perception, attitudes, values and beliefs.
- Identify the communities he/she belongs to (for example, draw and describe pictures of the various groups they form a part of).
- Discuss about the rules of the various communities to which he or she belongs to.
- Explain what is a group?
- Describe a number of groups that people belong to.
- Describe the functions of the groups.
- Explain ways in which people are part of various communities.
- List benefits of belonging to groups.
- Describe roles that an individual can have within a group and across a range of groups.
- Give examples of how people may acquire roles.
- Explain what people do when they fulfill particular roles.
- Identify the rights and responsibilities individuals have within a group.
- Explain how rights and responsibilities might vary in different groups.

Introduction to the Unit

Have you ever wondered why individuals and societies are so varied? Do you ask what social forces have shaped different existences? The quest to understand society is urgent and important, for if we cannot understand the social world, we are more likely to be overwhelmed by it. We also need to understand social processes if we want to influence them. Sociology can help us to understand ourselves better, since it examines how the social world influences the way we think, feel and act. It can also help with decision-making, both our own and that of larger organizations. Sociologists can gather systematic information from which to make a decision, provide insights into what is going on in a situation, and present alternatives. In this unit, you will study about the role of individual, communities and groups in South Asia.

CHAPTER 1: INDIVIDUALS IN SOUTH ASIAN SOCIETIES

SLOs

- Identify few characteristics unique to one's self and other characteristics that all humans share in the selected countries of South Asia.
- Describe the influences that shape personal identity.
- Explore the factors that influence one's perception, attitudes, values and beliefs.
- Identify the communities he/she belongs to (for example, draw and describe pictures of the various groups they form a part of).
- Discuss the rules of various communities to which he or she belongs to.

Introduction

This chapter is about the people of South Asia. It describes the unique characteristics of the people of South Asia and the factors that influence individual personal identities. The South Asian countries have some of the world's oldest civilizations that are thousands of years old. Until the 1500s, Asia was known for its progress in culture and technology. South Asians founded cities, set up states and carved out trade routes.

In the previous chapters, you have learned that South Asia is made up of eight nations: Afghanistan, India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, and Maldives. However, these nations do not share a common culture. There have different languages and religions and social systems.

Characteristics of the Individual in South Asia

The people of South Asia possess several unique characteristics. They have different languages, religion, customs, tradition and ethnic characteristics that separates them from the rest of the world.

<table>
<tr><th>South Asian Countries</th><th>Languages</th><th>Religions</th><th>Festivals</th><th>Customs and Traditions</th><th>Ethnic Characteristics</th></tr>
<tr><td>Afghanistan</td><td>Pashto and Dari</td><td>Islam, Sikhism, Hinduism and Judaism</td><td>Eid-ul-Fitr, Eid-ul-Adha, Nauroz, Jashan-e-Afghan</td><td rowspan="8">Most of the South Asian countries practice common customs.
Respecting elders is a must.
People prefer living in joint family systems.
Respecting guests is must.
People love spicy food.
Sports is the best recreational activity.
Covering whole body and decent clothing are preferred.
Visiting religious places are given due importance
It is disrespectful to use the left hands to give and take.
Shoes are to be removed before entering a worship place.
Heads of women are to be covered
Men like to shake hands with other men.
Women do not shake hands. They are permitted to nod.
Eating food is done only by right hand.</td><td rowspan="8">South Asia has a variety of different ethnic characteristics.

There are the Dravidian people, who are found mostly in India, Sri Lanka, Pakistan, and Afghanistan. These people are categorized together because they are the descendants of the people who spoke the Dravidian languages.
Another group is the Bengali people. These people are from the Bengali heritage, which is a group of the region, Bengal that is politically divided between Bangladesh and India.

A different group in South Asia are the Bhutanese who follow Tibetan Buddhism.</td></tr>
<tr><td>India</td><td>Hindi, English, Regional Languages</td><td>Hinduism, Islam, Christianity, and Sikhism.</td><td>Holi , Diwali, Dashehra, Eid, Christmas</td></tr>
<tr><td>Pakistan</td><td>Urdu, Punjabi, Sindhi, Balochi, Pashtoon</td><td>Islam, but has a small group practicing Christianity and Hinduism</td><td>Eid-ul Adha, Eid-ul-Fitr Christmas Easter Diwali</td></tr>
<tr><td>Bangladesh</td><td>Bangla</td><td>Islam, Hinduism</td><td>Eid-ul Adha, Eid-ul-Fitr</td></tr>
<tr><td>Nepal</td><td>Nepalese</td><td>Hinduism, Buddhism, Islam, Kirantism, and Christianity.</td><td>Dashain</td></tr>
<tr><td>Bhutan</td><td>Sharchhopka, Dzongkha, and Lhotshamkha</td><td>Buddhism and Hinduism</td><td>Tshechu</td></tr>
<tr><td>Sri Lanka</td><td>Sinhalese', Tamil and English</td><td>Buddhism, Islam, Hinduism, and Christianity</td><td>Diwali, Eid, Christmas</td></tr>
<tr><td>Maldives</td><td>Dhivehi and English</td><td>Islam</td><td>Eid-ul Adha, Eid-ul-Fitr</td></tr>
</table>

Activity:

- Imagine you are attending a young leaders' conference in South Asia. There are representatives from all the South Asian countries. Discuss and share the distinctive characteristics of the people of South Asia with each other.

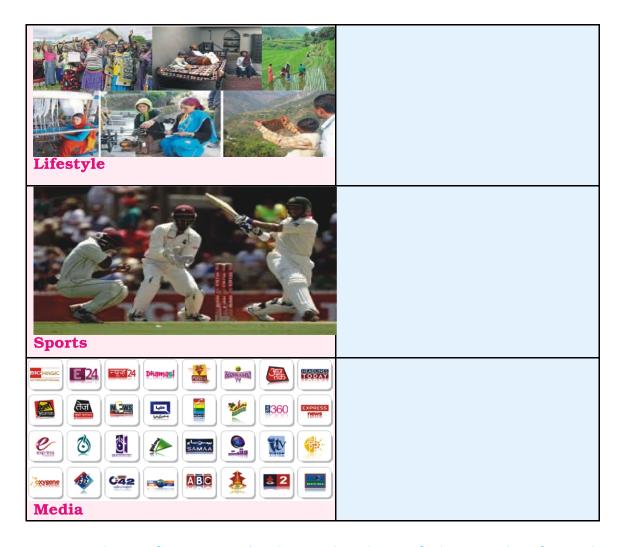
Name of the South Asian Country	Sports	Dresses	Music	Dances	Languages	Custom and Traditions	Ethnic Characteristics
Afghanistan							
India							
Pakistan							
Bangladesh							
Sri Lanka							
Nepal							
Bhutan							
Maldives							

Personal Identity of People in South Asia

South Asian people's individual identities are influenced by many different aspects such as family, culture, friends, personal interests and surrounding environments. Some factors may have more of an influence than others and some may not have any influence at all. As a person grows up in a family, they are influenced by many aspects of their life. Family and culture influence a person's sense of responsibilities, ethics and morals, sports, and many other aspects of life. Some of the examples are speaking softly is a norm taught by the family. Loving cricket and getting excited for the matches is something that the traditions in South Asia have given to its people, enjoying TV and cinema is liked by most of the people, non-following of the traffic rules is another example of how people take advantage and disrespect the laws.

Activity:

- Study the diagram below. The left column contains the aspects that influence peoples' identities in South Asia. Discuss with your friends and write how these aspects have influenced the identities of the people of South Asia. Also write how it connects the individuals of one country to the other.

Aspects that Shape Identities	South Asian Context
Family	
Culture	
Food	
Festivals	

Factors that Influence Attitudes and Values of the People of South Asia

The factors that have influenced South Asian people are their belief systems, values, norms of their societies, social roles. For example, it is people's belief that all wishes are fulfilled by God and visiting worship places are mandatory.

Values: Respecting the elders, being polite to them and taking care of them is one of the values of South Asian societies.

Norms: Girls are not encouraged to move freely at night, whereas boys can go freely everywhere.

Societal Roles: Grandparents are the heads of the family who takes the major decisions for the children and grandchildren.

Activity:

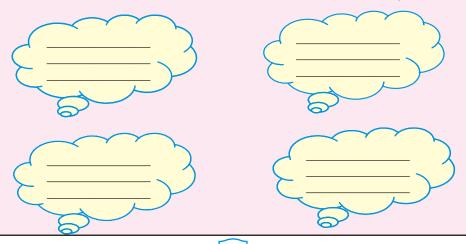
- Work in groups of four to six students and select one South Asian country of your choice. Find information about each factor given below for the country you have chosen, discuss the information and fill the given column.

Factors	Description with Examples
Beliefs	
Values	
Norms	
Societal Roles	

Activity:

Communities within South Asia

A **community** is a social unit of any size that shares common values, or that is situated in a given geographical area (e.g. a village or town). Every member of the society is a part of the community. There are many communities where children are active members such as health awareness, cleaning campaigns, writing communities and others. South Asia is rich in cultural diversity. The diverse groups of communities have defined rules, regulations, positions, values, traditions and customs.

- Search the internet/library and collect information on the different communities present within South Asia. Fill the graphic organiser with the name and characteristics of the communities you found.

It can be concluded that the South Asian countries comprise many communities that have particular features, norms and attitudes. The roles, responsibilities and status are defined by the society in the South Asian countries. The South Asian countries are rich in languages, customs, traditions, values and belief systems. Although there is a difference in how the people of the South Asian countries understand and practice different values and beliefs, they are still connected to each other because of the land they share.

SUMMARY

The unique characteristics of the people of South Asia are based on their language, religion, customs, traditions, festivals and ethnic diversity. The factors that influence individuals' identities in South Asia are family, culture, lifestyle, food, media, technology and festivals. The South Asian countries have many diverse communities living together. A community is a set of people with common values, norms and beliefs.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. The language spoken in Bhutan is ___________________.
ii. The main festival of Nepal is ______________________.
iii. The most practiced religions of South Asia are ______________, ____________ and ________________.
iv. Define the following terms:
- Community
- Identity
- Culture

2. **Make a Poster** and write how the South Asian countries are different from each other.
3. **Prepare a Collage** of the famous festivals of South Asia and display them in the class.

B. Use Your Inquiry/ Investigation Skills

1. In groups, think about and discuss the common values and beliefs of the South Asian countries and share with your class.
2. Draw and describe the communities you belong to.
3. Highlight the role and positions of your family in the community you belong.

C. Cooperate With Others

1. Create a travel brochure about a trip to all the South Asian countries, featuring information on the culture and festivals of the countries.
2. Read a travel guide and highlight the major cultures and traditions of communities living within South Asia.
3. South Asia is becoming a modern region, but still has many traditional ways of how people live. Create a chart and list both modern and traditional aspects of the lifestyles of the people of South Asia.

CHAPTER 2: PEOPLE'S BELONGINGNESS TO GROUPS IN THE SOUTH ASIAN COUNTRIES

SLOs

- Explain what is a group.
- Describe a number of groups that people belong to.
- Describe the functions of those groups.
- Explain ways in which people are part of various communities.
- List benefits of belonging to groups.
- Describe roles that an individual can have within a group and across a range of groups.
- Give examples of how people may acquire roles.
- Explain what people do when they fulfill particular roles.
- Identify the rights and responsibilities individuals have within a group.
- Explain how rights and responsibilities might vary in different groups.

Introduction

In this chapter, you will learn about different types of groups and what it means to be part of a group. You will carry out a survey of community groups as and their members and identify different types of organizations, their composition, and perceived benefits to their members.

Groups

A group is a collection of two or more people that have special characteristics. They are the people with whom we share many norms and values. Groups may be large or small, formal or informal, they range from a group of students to the residents of a local colony. Some examples are: a family is an example of a group where common characteristics are observed, a class of students and a cricket team is also a group having the same features.

Type of Groups

There are two main types of groups within societies; Primary groups and Secondary groups.

Type of Group	Primary Group	Secondary Group
Definitions	Primary groups are those that are close-knit. They are typically small in number, include close relationships and are usually long lasting. The members of primary groups feel a strong personal identity with the group.	Secondary groups are another type of social group. They can be small or large and are mostly neutral and usually short term. These groups are typically found at work and school.
Examples	Your family which consists of your parents and your sisters and brothers are an example of primary group. Groups of close friends are also a primary group.	Groups such as your class an athletic team and workers in an office are secondary groups.

Activity:

- Look at your surroundings and make a list of all the possible groups you find and describe the groups that people belong to in your area or locality.

Activity:

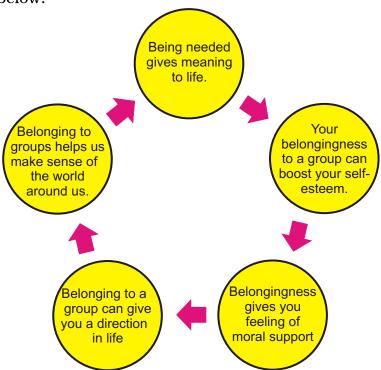
- Discuss with your friends and write in the given table, how the following have helped you develop a sense of belonging.

Family → ____________________

Friends → ____________________

School → ____________________

Sense of Belongingness within Social Groups

One of the many things that is common to humans across cultures is the need to belong and be accepted by others. This is one of the reasons people seek to spend time bonding with family, friends, hobby-buddies, sports fans and religious groups. There are many reasons as to why sense of belongingness is important for people. Some of them are discussed below:

Activity:

- After reading the above mentioned importance of being in social groups, discuss with your partner and list other benefits of belongingness to groups and share with the class.

Roles and Responsibilities of Members in Social Groups

In all social groups that we as individuals belong to, we have a status and a role to fulfill. Status is our social position within a group, while a role is the part our society expects us to play in a given status. For example, parents may have the status of father and mother in the family. Because of this status, they are expected to fulfill a certain role for their children that in most societies require them to look after,

educate, guide and protect their children. Another example is of children where they are expected to go to school, be polite and respectful to all, behave well at home and society and develop friendships with their peers.

Activity:

Imagine your family.

- Define the role played by each individual in your family.
- Give examples of how people may have acquired those roles in your family.
- Explain what people do when they fulfill the particular roles.

Within social groups, the members have both individual and group rights. Group rights are also known as collective rights which are held by a group rather than by individual members. Individual rights are rights held by individual people. An example of group rights is the charter of understanding which the labour unions have. They work in relation to the accepted rules of the charter, whereas individual rights are right to live, study, struggle for happiness.

To sum up, you learned the meaning of a group. A social group has been defined as two or more people who interact with one another, share similar characteristics, and have a sense of unity. No two groups are identical to one another, but a group, by definition, is two or more individuals who are connected to one another by social relationships. You also learned about primary groups and secondary groups Primary groups are smaller than secondary groups.

SUMMARY

It explored the people's belongingness to groups in the south Asian countries, such as type of groups, sense of belongingness within social groups and roles and responsibilities of members in social groups.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. A social group consists of ____________ people.

ii. Examples of a primary group are ____________ and ____________.

iii. Examples of secondary group are ____________ and ____________.

iv. Define the following terms:
   a. Primary Groups
   b. Secondary Groups
   c. Social groups

2. Prepare a Collection of Famous Social Groups of South Asia and Display it in the Class.

B. Use Your Inquiry/ Investigation Skills

1. Search the internet and textbooks and prepare a chart of the type of roles the social group members possess in South Asian societies.
2. Inquire about the different social groups living in South Asian societies and share with your friends.
3. Draw your group of friends and highlight the roles they play and the responsibilities they have.

C. Cooperate With Others

1. In groups compose a list of groups to which you belong. Include primary groups and secondary groups, as well as a description of your social network. Elect a spokesperson from your group to address the class.

END OF UNIT EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. Dashain is the popular festival of_____________country.

ii. ____________and___________languages are spoken in Afghanistan.

iii. The social position that an individual acquires a group is called________.

iv. Members have both________and_________rights within groups.

2. Answer the Following Questions

i. Describe the different aspects of identity of people in South Asia.
ii. Explain in your own words the roles and responsibilities of members of social groups.
iii. Write down the reasons why people join social groups?

B. Use Your Inquiry/Investigation Skills

1. Make an inquiry and find out social groups exist in your area.

C. Be Creative

1. Write down the similarities and dissimilarities of primary and secondary groups of provinces in Pakistan.

D. Become Technologically Smart

1. Find out lifestyles along with pictures of South Asian Countries on the internet.

E. Take an Action for the Common Good

1. Prepare a list of common problems of your area and also propose their possible solutions and send to relevant authorities to put an end to those problems.

F. Cooperate With Others

1. Make groups of 4 in your class and discuss and analyze the identical, customs, traditions and festivals of South Asian Countries.

G. Task to do

1. Based on the readings of the South Asian Countries, create a diorama that depicts the purpose, activities, impacts and practices of the South Asian Association of Regional Cooperation (SAARC). After researching the topic, create a three-dimensional diorama using a shoe box/ milk carton. Share the different perspectives of the assigned topic through the diorama. Present your dioramas to the class.
2. Choose a pen-pal from a South Asian country and share with them how SAARC (South Asian Organisation) has helped in developing common goals, lifestyles, festivals, sports, education, health and economic development.
3. Imagine you are a part of the SAARC conference. After consulting your friends, prepare a charter of written rules and regulations for SAARC countries that can help them grow and develop.

Unit 10

SKILL DEVELOPMENT

Unit Student Learning Outcomes (SLOs)

- List various sources of information.
- Identify the nature of information that could be elicited from each source.
- Select information from a variety of oral, visual, material, print or electronic sources (eg. Maps, art, artifacts, narratives, legends, biographies, historical fiction.).
- Distinguish between primary and secondary sources of information.
- Select and use appropriate tools and technologies to locate and obtain information.
- Organize and record information in a variety of formats and reference sources appropriately (eg. Maps, charts, tables).
- Identify different viewpoints while gathering information.
- Distinguish fact from opinion and interpretation.
- Assess the reliability of information sources.
- Identify bias in information sources including the media.
- Draw conclusions based on information gathered.
- Listen to others to understand their perspectives.
- Use language that is respectful of diverse others.
- Persuasively express differing viewpoints regarding an issue.
- Present information and findings orally, visually, concretely or electronically.
- Seek to clarify questions and ideas in discussions.
- Articulate one's own beliefs and perspectives on issues.
- To support one's own ideas and opinions with information.
- Participate in projects designed to address a problem.
- Create a public service message on a current social or environmental issue for the newspaper.
- Present information aimed at providing knowledge to the community on how to deal with a current health problem.
- Identify sources of historical evidence.
- Identify primary and secondary sources and describe the information that can be gathered from each.

- Interpret primary and secondary sources to increase understanding of the past.
- Utilize different sources of history to reconstruct the past.
- Identify the two main periods of time in which historians have divided history.
- Develop a timeline to show the four major periods of human history and then give the starting and ending dates for each (prehistory, ancient history, medieval history and modern history).
- Define the terms decade, century, millennia, eras or periods.
- Define what a map is and identify the uses of maps.
- Identify the elements of a map and how they facilitate reading and interpreting maps.
- Identify different kinds of maps (physical, distribution, topographic) and the features that each of them show.
- Locate, interpret and present information about physical and cultural features on maps.
- Read and interpret maps to obtain information and answer questions.

Introduction to the Unit

In the 21st Century in addition to obtaining knowledge and skills from the subjects learnt at schools, students must also learn the skills essential for success in today's world, such as inquiry skills, critical thinking, communication, and collaboration. The development of these skills prepares students for living and working in an increasingly challenging world. This unit focuses on helping students to acquire these skills.

CHAPTER 1: DEVELOPING INQUIRY SKILLS

SLOs

- List various sources of information.
- Identify the nature of information that could be elicited from each source.
- Select information from a variety of oral, visual, material, print or electronic sources (eg. Maps, art, artifacts, narratives, legends, biographies, historical fiction).
- Distinguish between primary and secondary sources of information.
- Select and use appropriate tools and technologies to locate and obtain information.
- Organize and record information in a variety of formats and reference sources appropriately (eg. Maps, charts, tables).
- Identify different viewpoints while gathering information.
- Distinguish fact from opinion and interpretation.
- Assess the reliability of information sources.
- Identify bias in information sources including the media.
- Draw conclusions based on information gathered.
- Listen to others to understand their perspectives.
- Use language that is respectful of diverse others.
- Persuasively express differing viewpoints regarding an issue.
- Present information and findings orally, visually, concretely or electronically.
- Seek to clarify questions and ideas in discussions.
- Articulate one's own beliefs and perspectives on issues.
- To support one's own ideas and opinions with information.
- Participate in projects designed to address a problem.
- Create a public service message on a current social or environmental issue for the newspaper.
- Present information aimed at providing knowledge to the community on how to deal with a current health problem.

Introduction

This chapter focuses on various sources of information, conducting an inquiry (the steps), obtaining information from a primary source, carrying out a survey, determining the reliability of a source and differentiating from opinion.

Conducting an Inquiry: The Steps

Conducting an inquiry is similar to being a detective. It involves: asking key questions, collecting, analyzing and presenting information or evidence, and coming to a conclusion from looking carefully at the information/evidence collected from various sources.

The steps in conducting an inquiry:

Step 1: Preparing for the Inquiry: Asking Questions

The first thing to decide is what to inquire into. We can inquire to find an answer to a question. For example, how are earthquakes caused? We can also inquire into issues or problems that affect people. Why there is a child labour in Pakistan? All inquiries begin by asking questions and end by answering the question(s).

Activity:

- Think and write down two inquiry questions.
- Choose one question and conduct the inquiry following the given steps.

Step 2: Collecting Information

Once the inquiry question is decided, we need to decide how to answer it. We can collect information from both primary and secondary sources. It is best to collect information from a primary source if the inquiry question relates to an issue or problem in the local community and information can be collected easily. Often it is not possible to collect information from primary sources, in such cases information can be collected from secondary sources such as books, newspapers or the internet. Below are examples of how to collect information from a primary and secondary source:

Obtaining Information from a Primary Source: Carrying out a Survey

To carry out a survey, do the following:

- Frame a question: It is important to frame a question and to decide on the possible answers. For example, the questions may be, “Which sport do people in the community like the most?” Possible answers could be cricket, hockey, football, squash, and badminton.

- Prepare a survey form: The survey form for the above question would look like the one below.
- Decide on who you will survey: The question can be asked from all the people in the community. Often, the community might be too large to ask each and every person. In such a case, a random selection can be made by choosing to ask only the people in every fifth house.
- Ask the question and record the result. Go to every house or every fifth house (as per your decision on whom to survey) and ask the question to each person and record their answer on the survey form. A simple way to record the result is using tallies. You do this by putting a straight line in the column which reflects the answer given. When you have the fifth answer in the same column you make a line across the four like this (make a tally here). Tallies make it easy to count the number of responses received.
- Make a graph to present the information: The best way to present information collected in a survey is to make a graph (see how to make a graph below)

No. of respondents	cricket	hockey	football	squash	badminton

Activity:

- Develop a list of 10 questions to find out how to keep the community clean.
- Collecting information from a secondary source: books.
  To collect information from a book, do the following:
- **Title page:** The title page has the full title of the book and the name of the authors. The name of the publisher and the date of publication are located inside the front cover.
- Ask would this book have the necessary information. If yes, check the table of contents.
- **The table of contents:** The table of contents is a list of the chapter titles included in the book along with the page numbers on which they are located.

- Check if a chapter is likely to have the necessary information. If yes, open to the chapter and start reading.
- **Read to acquire information:** Read the chapter carefully to obtain the information you need to answer the inquiry questions.
- **Record the information:** As you are reading, make notes. First, note down information about the book: name of the book, authors, title of the chapter and page numbers. Next, note down important ideas and supporting information in your own words. Use abbreviations or symbols to save time. Make important information stand out by underlining, boxing in or highlighting.
- **Analyse the information and answer the question:** Look at the information collected and identify everything that helps you answer the question. Write the answer down.

Activity:

- What is the title and who are the authors of the social studies textbook. How many chapters does the textbook have? Is there any information in the textbook that would help you answer your inquiry question? If yes, list the page numbers on which the information can be found.

Critical Thinking Skills

We can obtain lots of information from each source of information, but we have to be careful when we use them. We have to use our critical thinking skills. Four sub-skills are discussed below:

Determining the Reliability of a Source

To determine the reliability of a source, we have to ask the following questions:

Publication:

- Reputation of Publication: Is the source well known and trustworthy?
- Date: Is the information current or does it needs to be current?
- Publication type: Is it a scientific report, an eye-witness account or a work of fiction

Author/Speaker:

- Qualifications: Is the author an expert in the field?
- Bias: Are the views presented one-sided?
- Values: What is the author's position with respect to the topic.
- Personal gain: What, if anything, does the author stand to benefit from the position taken.

How was the Information Collected and Recorded

- Witness or researcher: Was the author/speaker a first-hand witness or did the information come from a source.
- Equipment: What kind of equipment was used to record the information.

Differentiating Fact from Opinion

A fact is a piece of information that can be proven to be true by observation or experiment. Examples of facts: I am in class six. Independence Day is celebrated on August 14 each year.

An **opinion** is a statement that expresses a belief, value, feeling or point of view. It cannot be proved true or false. Examples of opinions: My mother is the best cook. Children like ice-cream.

When reading and listening, it is important to differentiate between facts and opinions.

Detecting Bias

Bias is favoring one side too much. It is also a personal inclination for or against an event, person, thing or idea formed in advance. Its purpose is to convey a certain attitude or point of view toward the subject.

You can detect bias in a writer or speaker when he/she does the following:

- uses only a selection of facts, other important facts are omitted.
- uses overly positive or overly negative words.
- uses language that is extreme, that is, statements are all or nothing.
- appeals to our emotions rather than logic.

Identifying Different View-points

Authors and speakers have their own points of view. Often they try to persuade us, the readers, viewers or listeners, to share their attitudes and beliefs.

It is important for us to identify the point of view of the author or speaker and decide whether we agree or disagree with them. Below are two short letters to the editor about begging. Each of them is the author's viewpoint on begging:

'Begging on the Bus'

1. Last Friday, I traveled from Saddar to Nazimabad by the 2-D bus. During this journey, no fewer than ten beggars came on the bus to beg. Each one had a different story, but the message was the same: give me, give me, and give me. Why must passengers endure these constant verbal assaults? In fact, some of these beggars can be physically dangerous. One dirty, fat man pushed his demanding hand within six inches of my face. Why isn't something being done to stop begging on the bus. ***(Aslam Parekh)***

'It Could be You'

2. I was horrified to read Aslam Parekh lack of compassion (See "Begging on the bus" in yesterday's News.) Does he think people like to spend their days and nights asking strangers for money? They ask for money because they don't have enough to feed, clothe, and house themselves and their families. Society and that means you and I have an obligation to its poor. We should count our blessings that we have something to give. One day, that begging hand could be ours. ***(Bushra Amin)***

Activity:

- Identify the view-point of Aslam Parekh and Bushra Amin in the letters to the editor given above. Which view-point is closest to your own?

Step 3: Analyzing the Information to Answer Questions

Look at the information collected and identify everything that helps answer the inquiry question. Then ask what conclusions can be drawn from the information? Identify what information supports the conclusion. Is there any that does not?

Step 4: Presenting Information

There are many ways to present the information collected: writing a

paragraph, making a poster, making an oral presentation, acting out in a role play. Writing a paragraph and making a graph are two ways described below:

Writing a Paragraph

A paragraph is a group of sentences that usually explains an idea or viewpoint. The first sentence or topic sentence identifies the idea or viewpoint. The sentences that follow the topic sentence develop or expand on the idea by providing supporting evidence or examples. The last sentence summarizes what is explained in the paragraph.

Activity:

- Choose a paragraph in your textbook. Identify the topic sentence, the sentences that develop or expand the idea and the sentence that summarizes what is in the paragraph.

Making a Graph

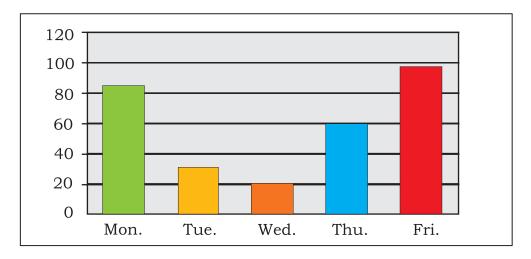
Graphs help us communicate information. They simplify and clarify information that has been collected and show relationships between the information. All graphs must have the following features. These features help us to read and understand the information on a graph.

- A title.
- The source of the information.
- A horizontal axis - a line drawn across the graph with numbers or words on it.
- A vertical axis - a line drawn up the side of the graph with numbers or words on it.
- A scale on the vertical or horizontal line.

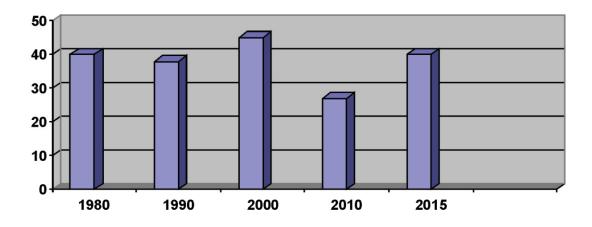
Bar Graphs

Bar graphs are used to compare measurements. The information on a bar graph is represented in bars or columns. They are often used when large amounts need to be shown.

The example of a bar graph is given below. The horizontal axis indicates days. Notice each bar is the same width. The bar can be reduced to the width of a line thickness, so long as all the bars or columns in that graph are the same thickness. The vertical axis shows the percentage in each locality. From this graph, we could interpret that

the percentage of people living in rural areas is significantly more than those living in urban centers.

Line Graphs

Line graphs are usually used to show a change in a measurement over a period of time. The information is represented as a series of points that are then joined together by a line. Temperature, weight and heights of individuals, test scores, changes in temperature or financial income are often illustrated with line graphs.

The line graph in figure given below indicates the increase in the number of children of class III from 1980-2015.

SUMMARY

An inquiry involves asking questions, collecting information, analyzing the information and drawing conclusions from it and then presenting the findings to others. How to conduct an inquiry by going through the inquiry process in a step-by-step manner. The critical thinking skills of identifying the reliability of a source, differentiating between fact and opinion, detecting bias and identifying different view-point. There are many ways to present information to others. Writing paragraphs and making graphs are just two examples.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. Bar graphs show us _________________ of measurements.

ii. Change in measurement over a period of time is best shown using a _________.

iii. Advertisements tell us only the good things about a product, they are a good example of ________________.

iv. A statement that can be proven to be true is a ______________.

2. Make a Table Complete the table as shown.

Serial No.	The Inquiry Step	The work to be done	An example
1	Frame an inquiry question	Write down a list of possible inquiry questions	How can we keep our communities clean and green?

3. Answer the Following Questions

i. What is an inquiry?

ii. List ten sources of information.

iii. List three ways of presenting information in each form of presentation.

a. Oral form

b. Writing form

c. Graphical form (in pictures)

B. Conduct an Inquiry

1. Conduct the inquiry about the issue of begging at shrines of your area and share the findings with the class.

C. Cooperate With Others

1. Working with your partner find three ways countries have dealt with the problem of begging.

CHAPTER 2: DEVELOPING HISTORY SKILLS

SLOs

- Identify sources of historical evidence.
- Identify primary and secondary sources and describe the information that can be gathered from each.
- Interpret primary and secondary sources to increase understanding of the past.
- Utilize different sources of history to reconstruct the past.
- Identify the two main periods of time in which historians have divided history.
- Develop a timeline to show the four major periods of human history and give the starting and ending dates for each (prehistory, ancient history, medieval history and modern history).
- Define the terms decade, century, millennia, eras or periods.

Introduction

This chapter focuses on what is history and how do historians write history? Studying the evidence (primary sources and secondary sources) and timeline.

What is History and How do Historians Write History?

History is the study of events which have happened in the past. The people who study the past are known as historians. Historians are like detectives, they ask many questions about the past. Some of the questions they ask are:

- What happened?
- When did it happen?
- Where did it happen?
- How did it happen?
- Why did it happen?
- Who did it?

Historians form ideas (hypothesis) that they think might answer these questions. Then they look for evidence from various sources to help them reconstruct (put together a picture of what happened) the past. Sources of evidence include written sources such as letters, maps, inscriptions on walls and non-written sources such as photographs and artifacts.

These sources of evidence are used to provide answers to the questions:

- Where did people live?
- How did they live there?
- What did they believe in?
- What events shaped their lives?
- What factors were responsible for changes in their lives?
- How have past events and people shaped our lives today?

Studying the Evidence

Historians use a number of sources to find the evidence they need to try to accurately reconstruct the past. Historical evidence comes from two sources:

- Primary sources
- Secondary sources

Primary Sources

A primary source is a piece of information about a historical event or period in which the creator of the source was an actual participant in the event or period. The purpose of primary sources is to capture the words, the thoughts and the intentions of the past. Primary sources help to interpret what happened and why it happened. They include artwork, objects and artifacts, buildings and structures, bones and skeletons and written or drawn records.

All of the primary sources tell us something about the past. Artwork such as sculptures and paintings can tell us what people did in their daily lives. Objects and artifacts such as tools, pottery and jewellery can tell us about life in a particular society. Buildings and other structures can help us understand the skillfulness of people, the level of technology and the type of work they did. Bones and skeletons help us to determine how tall people were at that time. Written or drawn records such as cave drawings, inscriptions on coins, rocks and buildings can tell us what people did in their daily lives and what they thought and believed.

Secondary Sources

A secondary source is a source that was not created first-hand by someone who participated in the event or period. They are produced after the events they describe have occurred by people who did not live through or participate in the event or issue. Secondary sources are usually created by historians and are based on the historian's reading of primary sources. Secondary sources include books written about the

past, newspapers, documentaries on television, maps, tables and timelines and even this textbook.

Secondary sources may not be as useful as primary sources because they are not first-hand. However, they are useful in helping us understand why and how things happened in the past. There is no rule about which type of source is better, primary or secondary. It depends on what we are looking for, and whether we understand who created the source and what their reasons might have been for creating it.

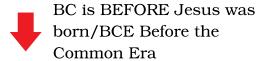
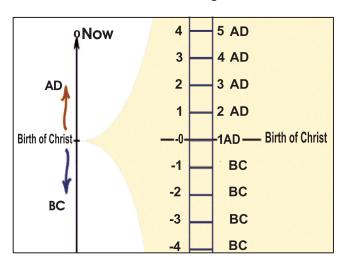
Examples of Primary Sources		Examples of Secondary Sources
Diaries	Historians use Primary sources to create Secondary sources →	School textbooks
Letters		TV programmes
Photographs		Films
Buildings		Plays
Newspapers		Novels and stories
Museum displays		History books
Recordings		Internet

Activity:

- Write down which type of primary source each of the following pieces of evidence might be classified under. The first one has been done for you.

Piece of Evidence	Primary Source
1. Letter	1. Written records
2. Cave drawings	2.
3. Pottery	3.
4. Tools	4.
5. Great Bath	5.
6. Sculpture	6.
7. Teeth	7.
8. Vase	8.
9. Spear	9.

Time

In studying history, it is very important to know when things happened because the world has existed for a very long time. Historians have used AD and BC (see explanation in figure) recently called as BCE or CE as a way stating when things happened.

In history, when we say that Alexander the Great died in 323 BC, it means 323 years before Jesus was born and when we say that Quaid-i-Azam Muhammad Ali Jinnah died in 1948 AD it means 1948 years after Jesus was born ....except AD started at 1, not 0.

There are **other ways** of saying what year it is!
Example:
Muslims use the year of Prophet Muhammad (PBUH) migration (*Hijra*) from Mecca to Medina as their year one so they use AH dates. The year 2015 AD is 1436 AH.

Activity:

- Put the list of years in order, starting with the most recent date first.
- 200 CE, 54 BCE, 22 CE, 2015 BCE, 100 8CE, 10,000 BCE, 0, 410 BCE, 2010 BCE, 1500 CE.

Chronology

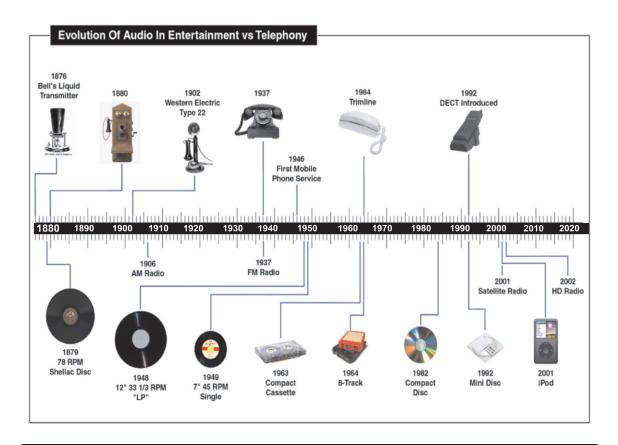
Chronology means arranged in or according to time. Chronology is used by historians to study exactly when events happened. Historians arrange events in the order of when they happened (chronological order). By putting events in chronological order, historians (and we) try to understand why things happened as they did.

Time-line

One good way of showing the order in which events happened is a timeline. A time-line can be used to show events in a day, a year or in a century (100 years) depending on the scale of the line.

This line can be used to mark the events of our day. Something which happens at 9.30 am goes in the middle of the space between 9 and 10. Something that lasted from 10 am to 11am would take up all the space between 10 and 11. By changing the scale like this, we can show the events of the whole year.

Activity:

- Draw a line of a day starting from 7 am to 9 pm with the hours marked at equal distances.
- Draw a line for the year starting from January to December put J, F, and M below each block of time.

Activity:

- Make a time line of your childhood by years. Paste or draw a picture of yourself and give a brief description about you for that year.

The time spent/passed can also be measured through years or groups of years. The most common groups of years are:

- Olympiad: 4 years
- Decade: 10 years
- Score: 20 years
- Century: 100 years
- Millennium: 1,000 years

To sum up, learning history is important. It teaches you about so many things. Studying history assists you through change which is happening every day, all around you. It also opens your eyes to other cultures of the world. There are various ways of understanding the past such as time, chronology and types of evidence.

SUMMARY

History is the study of past events, people and their achievements. The study of history is very important because it is interesting to know about the people who lived in the past. Historical evidence can be gathered from primary and secondary sources. It is important to know things because the world has existed for a very long time. Historians have used AD and BC, but recently they have begun to use BCE or CE as a way stating when things happened. One good way to order events in history is to use timelines. Time can be measured by grouping years into decades, centuries and millennia.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. Historians are like ___________________.
ii. Historians create secondary sources by using _______________.
iii. An effective way to put historical events in order is a ________.
iv. A decade is equal to ___________years.
v. A millennium is equal to __________ years.

2. Answer the Following Questions

i. What is a primary source?
ii. What is a secondary source
iii. How are CE and BCE calculated?

B. Use Your Inquiry/ Investigation Skills

1. Find out how transportation has developed over the centuries and present the findings in the form of a pictorial time-line.

C. Cooperate with others

1. In groups of four students discuss what history is, why it is important and how historians study history. A spokesperson for each group should present the group's ideas to the class.

CHAPTER 3: DEVELOPING GEOGRAPHY SKILLS: MAP SKILLS

SLOs

- Define what a map is and identify the uses of maps.
- Identify the elements of a map and how they facilitate reading and interpreting maps.
- Identify different kinds of maps (physical, distribution, topographic) and the features that each of them show.
- Locate, interpret and present information about physical and cultural features on maps.
- Read and interpret maps to obtain information and answer questions.

Introduction

The main tools used in geography include maps, sketches, photos, models, tables, graphs, surveys and books. This chapter is about developing your skills so you too can use the tools of a geographer. The basic tool of a geographer is a map so we will start with maps.

What is a Map?

A map is a symbolic representation of selected characteristics of a place, usually drawn on a flat surface. Maps present information about a place in a simple, visual way. They show sizes and shapes of countries, locations of features, and distances between places. Maps can show distributions of things over the Earth, such as settlement patterns. They can show exact locations of houses and streets in a city. However we choose to find out about the characteristics of a place it is very likely that we would use a map. Maps are used by all types of people in their jobs and in their leisure time. Meteorologists (scientists who study the weather) use weather maps to prepare forecasts. City planners decide where to put hospitals and parks with the help of maps of the city. Taxi drivers use road maps to get passengers to their destination. Tourists use road maps to plot routes for their trips.

Elements of a Map

All maps have some common elements that help us read and interpret them. These are a title, a legend or key that explains the symbols on the map, a compass or arrow pointing North and a scale.

Map Titles

The title of a map tells us the name of the area that is mapped and what the map shows. Look at the titles of the maps in this book. You will see a title like this:

The Legend or Key

The map legend or key shows us the symbols used on the map and tells us what the different symbols on the map stand for. The legend or key is very important because the same symbol can be used to show different things on different maps. For example, a dot may be used to show a city on one map and the population of a place on another map. It is important to read the map legend or key to understand what the symbols mean.

Compass or Arrow Pointing North

To help us read maps, maps also show direction with a compass or more commonly an arrow pointing north. With a north arrow (pointing in the correct direction), we can determine the direction.

The Scale

Suppose we have to draw a map of the world. We cannot draw it in its actual size! Maps are, therefore, a smaller version of an actual area of the Earth's surface. Each map has a "scale" that indicates the relationship between a certain distance on the map and the distance on the ground. A map scale can be printed in a variety of ways:

- A **Word Statement** gives a written description of map distance, such as "One centimeter equals one kilometer".
- A **Ratio or Representative Fraction (RF)** indicates how many units on the earth's surface are equal to one unit on the map. It can be expressed as 1/100,000 or 1:100,000. In this example, one centimeter on the map equals 100,000 centimeters (1 kilometer) on the earth.
- A **Graphic Scale** depicts a scale using a line, with intersecting lines, similar to a ruler. One side of the scale represents the distance on the map, while the other side represents the true distances of objects. By measuring the distance between two objects on the map and referring to the graphic scale, it is easy to calculate the actual distance between those two objects.

Types of Maps

There are many different types of map. Maps can be divided into two broad categories: general reference maps and thematic maps.

General reference maps show general geographic information about an area, including the locations of cities, boundaries, roads, mountains, rivers, and coastlines. Many are topographic maps, meaning that they show changes in elevation. They show all the hills and valleys in an area. This is useful to everyone from hikers trying to choose a route to engineers trying to determine where to build highways and dams.

Thematic maps show distributions, or patterns, over the Earth's surface. They emphasize one theme, or topic. These themes can include information about people, other organisms, or the land. Some examples are:

- Physical maps which show the natural features of a region, for example, rivers, lakes, mountain, plateaus, seas, coastlines and deserts.
- Political maps show the territory of a country, and sometimes the provinces within that country.
- Distribution or single feature maps illustrate where one type of land use occurs in an area. These maps show vegetation, population, land use, mineral resources, temperature or rainfall.
- Flow maps represent the direction in which something can move across a surface. These maps can be used to record transport, communication or migration.
- Weather maps inform us of the weather conditions over any part of the country. The lines shown represent high or low air pressure. High air pressure systems are usually associated with fine, settled weather. Low air pressure systems often indicate unsettled weather with a possibility of rain.
- Street maps contain the location of all known streets in a given city. They help to locate facilities such as hospitals, schools, places of worship, shopping centers and parks.

Topographic Maps

Topographic maps show the **topography** (height and shape of the land) of an area of land. The thin brown lines on a topographic map are

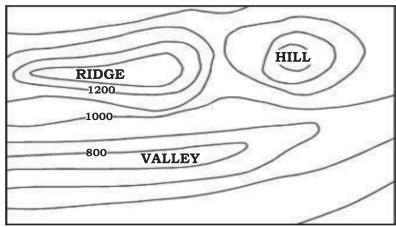
called contour lines. These lines join together places of equal height above sea-level. The information included in a map depends on the purpose of the map.

Height of the Land

The land around us is not flat. So when a map is drawn, various methods are used to show the different heights of the land. These methods can tell us exactly how high a mountain is, as well as give an idea about the **relief** (shape of the land). On a map, height may be shown by using:

- **Colour or Shading** so that different heights are shown by different bands of colour.
- **Spot Heights** are dots on the map with a number next to them, the number indicates the height of that point above sea level.

Shape of the Land

In order to get a better idea of the shape of the land shown, it is necessary to look carefully at the contour lines. ***A Contour Line*** is a line representing an imaginary line on the ground along which all points are at the same height or elevation. The space between each line shows the distance on the land you would have to travel in order to gain 10 meters in height. Groups of contour lines drawn together make up a contour pattern which shows the shape of the land. When contour lines are close together, the land is steeply sloping. When the contour lines are far apart, the land is gently sloping. If there are no contour lines, then the land is flat. Common landscape features have their own distinctive contour patterns. Examples can be seen in figure.

Contour patterns for a hill, ridge and valley

SUMMARY

The map is the symbolic representation of selected characters drawn on a flat surface. There are some common elements of map that help us in understanding and interpreting maps such as map title, legend or key, compass and scale. Maps can be categorized as thematic and topographic map. Thematic maps indicate distribution or patterns over the earth's surface. While topographic map show height and shape of land. A contour line is looked carefully to get of idea of shape of land on the maps.

END OF CHAPTER EXERCISE

A. Check Your Knowledge and Understanding

1. Fill in the Blanks

i. A map is a _______and ______ of some or the Earth's entire surface.

ii. The four elements of a map are ____________, __________________, ___________ and _____________.

iii. The two broad categories into which maps can be divided are________ and _________ maps.

iv. Physical maps show the _________________ of a region.

v. Topographic maps show the ___________ and __________ of the land.

2. Make a Table listing all the titles of the maps in your textbook in one column, in the second column state what kind of map it is and in the third identify the feature that it shows.

3. Answer the Following Questions

i. Define the term 'map'.

ii. What does a legend or key on a map show? How does it help us read a map?

iii. List three thematic maps and describe what information each provides us.

iv. What is a topographic map? How does a topographic map show us the height and shape of the land?

B. Conduct an Inquiry/Investigation

1. In a small group of four, conduct an inquiry to find out how big the school ground, building and the classrooms are? Then draw a map to scale of your school.

C. Cooperate With Others

1. Give the map you have drawn to one of the other groups in the class. Ask them to use the legend or key you have developed for your map to correctly identify each of the rooms in the school building.

END OF UNIT EXERCISE

A. Check Your Knowledge and Understanding

1. In column A, primary source is given and in Column B, the characteristics of an ancient civilization are given. Match the columns by drawing a line between the primary sources in Column A and the Characteristics in Column B. Note one primary source may tell us about more than one characteristic.

Column A	Column B
Bones and skeletons	Buildings
Building structures	Defense
Drawings	Education
Pottery	Food
Tools	Housing
Written records	Jewelry
	Language
	Occupations
	Religion
	Transport

2. Answer the Following Questions

i. What is an inquiry? Identify ten 'sources of information'.

ii. What kinds of evidence do historians examine and why?

iii. Why can it be difficult for historians to uncover the truth about the past events?

iv. What does the word 'geography' mean? Why are maps an important tool for geographers?

v. List the elements of maps and explain how they help read and interpret maps.

B. Use Your Inquiry/Investigation Skills

It is the year 3000 CE. An archaeologist dug up the strange object shown in source 1.1.2. She has invited you to be a part of the team whose task it is to decide the original purpose of the object. Work through the following questions that your team has devised to guide its research.

1. You discovered a great many holes in a definite pattern on the underside of the object.
   - Is it some kind of ancient writing?
   - Which specialist should be given the task of working out the pattern?
   - What do you think the pattern could represent?

2. There is a long cord coming from the end of the object which has caused much argument. Was the cord used for:
   - Swinging the object around as a weapon?
   - Swinging and throwing the object in a kind of sport?
   - Carrying the object?
   - Do you agree with any of these arguments? What do you think the cord was used for?

3. What does this artifact tell us about the culture which produced it? (Identify the material it is made from and the technical skill necessary for its design and production).

4. As a historian in the year 3000 CE, having looked at the object and analyzed what it is made from, what do you think it could be? Present a short report to the class, explaining your conclusions.

C. Be Creative

1. Design a poster advertising the types of works that geographer's do, and the skills and qualifications that you think they need to have. Choose suitable illustrations and work either individually or in pairs to create your poster.

D. Become Technologically Smart

1. Create a travel brochure on a country of your choice. Make an inquiry about it so as to be able to (a) write a brief history of the country, (b) find a map showing the main tourist spots in the country, (c) write a few lines about each of the following tourist spots, a historical site, a restaurant, an art gallery, a sports arena and a beach or water park.

E. Take an Action for the Common Good

1. Prepare a flyer to teach others the importance of history, identify a historical place and area and write to the Deputy Commissioner (DC) what they can do to save an historical place in their area.

F. Communicate With Others

1. Write three short paragraphs using each to explain what you have learnt from making an inquiry, developing the skills of a historian and learning about and using maps. Write your name on the bottom of the page and display it on the display board outside your class.

G. Cooperate With Others

1. After excavating a site, archaeologists have discovered the following sources of evidence from an ancient civilization:

Source A

- Remains of animal bones.
- A kiln.
- Pottery for the storage of grains.

Source B

- Pyramids and rock carvings.

Source C

- Many statues of the same person in different sizes.

H. Working Together in a Group of Four, Look at the Evidence and Suggest What Type of Society this Civilization May have Had.

- What did these people eat?
- Did they eat their food raw or did they cook it?
- How do you know these people hunted?
- Would these people have worshipped a god or gods?
- What conclusion can you draw about this civilization from source C?